Information for Social Change

Information for Social Change is an activist collective that examines issues of censorship, freedom and ethics amongst library and information workers. It is committed to promoting alternatives to the dominant paradigms of library and information work and publishes its own journal, *Information for Social Change*: https://informationforsocialchange.wordpress.com

About ISC

Information for Social Change is an activist collective that examines issues of censorship, freedom and ethics amongst library and information workers. It is committed to promoting alternatives to the dominant paradigms of library and information work and publishes its own journal, *Information for Social Change* (available at https://informationforsocialchange.wordpress.com).

The ways by which information is controlled and mediated has a serious influence on the ways people think, how they communicate, what they believe is the 'real world', what the limits of the permissible are. This applies equally to information that comes through the channels of the mass media, through our bookshops or through our libraries. But we want to go further than that, documenting the alternatives to this control, the radical and progressive channels by which truly unfettered, unmediated ideas may circulate. And further still: to encourage information workers to come together, to share ideas, to foster these alternatives – whether we are publishers, librarians, booksellers, communication workers or distributors. Whoever you are, if you are in sympathy with us, join us.

ISC Editorial Board

ISC on Directory of Open Access Journals (DOAJ): https://doaj.org/toc/1756-901X
Contact ISC: https://informationforsocialchange.wordpress.com/contact-us/

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Dr Paul Catherall and Martyn Lowe

This issue of ISC is being produced while we are still in Lockdown, with both Public and Academic Libraries closed. It is a time when there is a greater demand for both online teaching and information provision.

Yet, be it physical libraries or online data provision, there is still a need for us to work upon bridging the information divide; thus, more than ever we need to focus upon those issues which ISC has been focusing over the last quarter of a century.

Raising Concerns

In this issue John Pateman and Margaret Demillo examine some of the deeper conversations that need to happen before a Public Library can fully institute a decolonization and reconciliation plan, while Martyn Lowe raises questions about how to deal with the 'one in seven' of the UK adult population who are to a greater or lesser extent functionally illiterate.

For an overview of recent ISC digital infrastructure developments - including indexing via major platforms such as the Directory of Open Access Journals (DOAJ) and the British Library's electronic document deposit service, see Paul Catherall's report entitled 'Open Access publishing tools for re-imagining ISC'.

Other papers provided in this issue include coverage of safety management considerations for Libraries and other organisations during the Covid-19 pandemic; an overview of the ECHO mobile library that brings literature to displaced people and refugees located in Greece; a directory of Open Access educational and literature sources; an examination of potential access issues for remotely-based Library users in context to the Covid-19 pandemic; interviews with stakeholders for online digital access to literature conducted by Mikael Böök; an analysis of a recent legal challenge regarding the 'Open Library' and several short commentaries and reflections provided by Martyn Lowe.

Future Issues

In our next issue we will be looking at developments in library provisions both post lockdown, and in the coming few years. This will raise a lot of questions about the way forward for librarians as local government finances will be seriously curtailed. For details on forthcoming issues, please see: https://informationforsocialchange.wordpress.com/call-for-papers/

Contributors

Martyn Lowe is a member of the Information for Social Change Editorial Board and has been a founder or involved in a wide range of pacifist and library activist movements since the 1970s. Martyn is a Core Participant in the Undercover Policing (Spycops) Public Inquiry and is currently working with other activists who were also affected by the activities of the notorious Special Demonstration Squad (SDS). You can read about Martyn on the ISC editorial page (see link at end of this section) or his blog http://www.theproject.me.uk/

Dr Paul Catherall is a member of the Information for Social Change Editorial Board, the ISC Copy Editor/Webmaster and is a Librarian working in the Higher Education sector; he chartered with CILIP in 2002 whilst previously working as an IT professional and also worked across a range of educational sectors, including delivering Masters-level information science programmes. Paul has been involved with Information for Social Change, Career Development Group Wales, UNISON and is currently an active trade unionist with UCU. Paul has contributed book, chapter and article publications on a range of topics such as Web accessibility, Technology Enhanced Learning for Higher Education and social justice issues for education and society. Paul lately published and presented at conferences on trends for connectivity to global network infrastructure. Paul's PhD investigated 'blended learning' in a remote, low-contact study context, he is also a Fellow of the Higher Education Academy. Further recent activities have involved developing ISC's digital infrastructure and online indexing.

Kaya Purchase is an English Literature student based at University of Liverpool who has been assisting a mobile library based in Athens called ECHO that supplies books to refugee camps. Kaya is part of Wirral's Amnesty International group and participated in the Banned Books campaign. She is a freelance writer and mostly covers human rights and culture. Kaya also volunteers for 'Writing on the Wall' which seeks to make literature and creative writing skills accessible to people in Liverpool and hosts an annual festival.

Mikael Böök, MA, retired, lives in Lovisa. He is a co-blogger (with Anders Ericson) at BiblioteketTarSaka.com and has published (in Swedish) *Nätbyggaren – undersökning av den moderna posten* (The Net Builder – An Investigation of the Modern Post), 1989 and *Biblioteksaktivisten – essäer om makt och bibliotek i informationssamhället* (The Library Activist – Essays on Power and Libraries in the Information Society) 2013, 2018 Ed. Mikael is a personal member of IFLA.

Mark Perkins is a member of the Information for Social Change Editorial Board. Mark recently worked at the Library, University of New Caledonia, his interests include Library and Information Science, Information Law (censorship, copyright/*droit d'auteur*/privacy) and Information Ethics. Mark is currently interested in Political Economy of Information. For Mark's publications, please see: https://www.researchgate.net/profile/Mark_Perkins5

John Pateman has worked in public libraries for 40 years in a number of different roles ranging from Library Assistant to Chief Librarian. John was Chief Librarian of three library systems in the UK, including Hackney - a diverse inner London borough, Merton - a multicultural London suburb and Lincolnshire - a large rural county. John is currently Chief Librarian and Chief Executive Officer at Thunder Bay Public Library. John was part of the research team which produced 'Open to All? The Public Library and Social Exclusion' (2000), which informed the 'Working Together Project' (2004-2008) in Canada. John is the author of *Developing a Needs Based Library Service* (2003), *Public Libraries and Social Justice* (2010) with John Vincent and *Developing Community-Led Public Libraries* (2013) with Ken Williment. John's latest publication is *Managing Cultural Change in Public Libraries* (2018) with Joe Pateman. John writes a column – 'Open to All?' - for *Open Shelf*, the OLA online journal, which explores barriers to library use and how to reduce or remove them. John is a Fellow of the Chartered Institute of Library and Information Professionals and he received the National Culture Award from the Cuban government for his work in support of Cuban libraries. John was a founding member of Information for Social Change and the Cuban Libraries Solidarity Campaign. He is a member of the CFLA-FCAB Indigenous Matters Committee and the Progressive Librarians Guild Co-ordinating Committee. John is a member of the Information for Social Change Editorial Board.

Margaret Demillo is a Community Hub Technician at Thunder Bay Public Library.

Sharon Catherall is contributor to ISC and is assisting with current indexing and archiving of ISC issues.

For biographical details of ISC Editorial Board members, also see:

https://informationforsocialchange.wordpress.com/isc-editorial-board/

Open Access publishing tools for re-imagining ISC

Dr Paul Catherall

This report follows previous updates within *Information for Social Change* on efforts to digitise back-issues and to ensure digitisation and preservation for ISC within platforms such as 'archive.org'.

Over the course of 2019-20, it became apparent that ISC would require updated infrastructure to ensure proper digitisation, indexing and integration with contemporary publishing platforms and standards (such as OAI-PMH metadata). ISC previously lacked integration with metadata standards or indexing with major database systems, resulting in less exposure of papers or outputs online, or searchability within major bibliographic platforms and scholarly databases.

Following review of many contemporary Open Access platforms, the following platforms have been identified for use with ISC content, in most cases, these have involved an application process with the respective platform or organisation.

It is hoped that engagement with these platforms will ensure ISC can improve dissemination online, to ensure wider exposure of ISC aims and objectives, wider networking with like-minded individuals/ organisations and to allow for opportunities to implement and publish substantive research outputs in the future, including data analysis derived from Open Data sources or systematic review projects derived from wider literature.

DOAJ (The Directory of Open Access Journals)

ISC has been accepted for DOAJ registration (https://doaj.org/toc/1756-901X), this is an international Open Access catalogue, similar to an OPAC which will allow ISC issues to be indexed at article-level. The actual document/PDF and its DOI code will reside in CERN's 'Zenodo' research repository (see below), but these will be catalogued at article-level in DOAJ. The DOAJ system uses

contemporary standards such as OAI-PMH and allows for use of Open Access licenses such as Creative Commons (ISC will use CC BY-NC-ND 3.0 https://creativecommons.org/licenses/by-nc-nd/3.0/), allowing "…all reusers to copy and distribute the material in any medium or format in un-adapted form only, for non-commercial purposes only, and only so long as attribution is given to the creator." (https://creativecommons.org/about/cclicenses/). Indexing in DOAJ will ensure ISC records are indexed in major scholarly and bibliographic databases such as EBSCO. DOAJ will also allow for dissemination of ISC within major Open Access portals such as OAISTER (https://www.oclc.org/en/oaister.html) and CORE (https://core.ac.uk/).
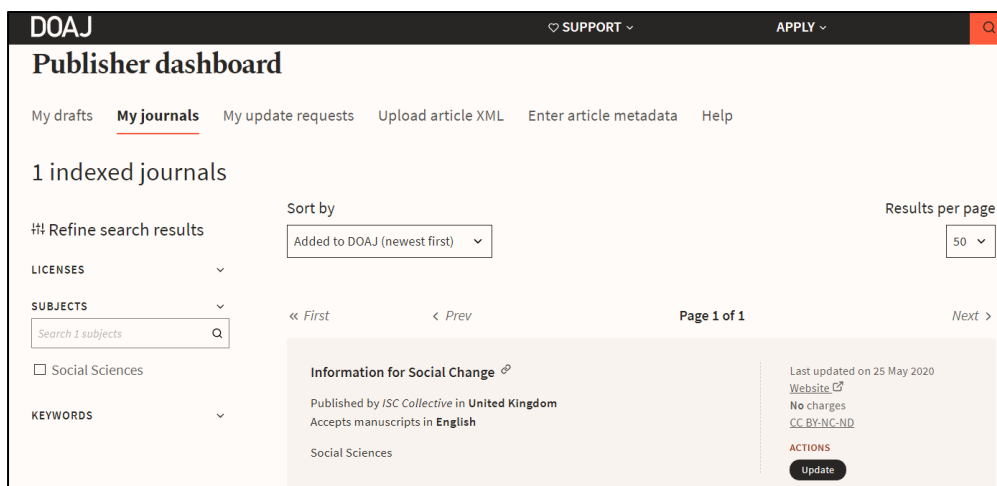
Figure 1 – the DOAJ interface.

The British Library

ISC has recently been accepted for access to the British Library's online deposit service, enabling ISC to deposit whole issues within the British Library platform in the future and for exposure of issues within the British Library Catalogue. This facility will also allow for deposit of book publications. The inclusion of ISC records in the British Library catalogue (https://www.bl.uk/catalogues-and-collections) will ensure inclusion of ISC in other major global OPACs such as WorldCat (https://www.worldcat.org/).

JISCMail

There is a requirement to develop the ISC collective's communications and discission facilities. JISCMail (https://www.jiscmail.ac.uk/) has provided an email

discussion facility to a range of Higher Education related sectors for many years; the Editorial Board will be looking to explore use of JISCMail in the near future for improved communication with ISC contributors.

WordPress

The ISC Web site was re-developed during 2019 (following the deprecation of our former host, Libr.org) on the open version of WordPress (https://informationforsocialchange.wordpress.com/) this has provided a secure Web blog with a recognisable domain name within the WordPress system. The goal of the blog will be to provide a Web presence which is easily located online and well indexed in major Search Engines, also providing links to other major platforms used for ISC content. WordPress also provides freely available security features such as SSL certification (Secure Socket Layer). Live debate and news posting will also continue to occur in our Social Media channels such as the ISC FaceBook page (https://www.facebook.com/ISCJournal/) or Twitter (https://twitter.com/iscjournal).

Microsoft Teams

ISC members have explored early use of Microsoft Teams as an Intranet and file storage solution, this platform is now the pre-eminent online communications medium online and provides several useful online conferencing, messaging and related functions.

Archive.org

Presently, ISC issues are indexed on Archive.org as a means for preservation for whole issues/ back-issues (including ISC-precursor periodicals such as *AIR*) which have been digitised and uploaded in this US Federally supported repository (https://archive.org/details/information_for_social_change). It is likely ISC will continue to use Archive.org for preservation and access to whole issues, with article-level hosting on CERN's repository and whole issues additionally indexed within British Library's catalogue.

ORCID

ISC will be exploring use of ORCID (https://orcid.org/), a major research sharing and profiling platform, this may improve dissemination of ISC outputs within the scholarly community (ISC contributors can also create a personal ORCID profile for recording outputs). Similarly, ISC will explore the use of Publons (peer review system https://publons.com/about/home/) for recording 'peer review' of ISC submissions.

Zenodo at CERN (particle physics agency repository)

ISC will take advantage of major open scholarly platforms for article-level publication. We have been able to obtain an ISC listing (https://zenodo.org/communities/isc) for CERN's research repository. Importantly, this repository will provide DOIs (Document Object Identifier codes) for articles. These DOIs will link/refer to article records in the repository and will show the PDF within this record. See this example of a Zenodo record (https://doi.org/10.5281/zenodo.4603293). We will be able to provide full text article URLs within other systems such as the Directory of Open Access Journals (DOAJ). CERN's repository will therefore be used to host article-level PDF documents and some article metadata.

Figure 2 – Example article record with DOI (Document Object identifier)

Conclusion

In summary, ISC has begun to explore a range of substantive Open Access platforms for developing our infrastructure, scholarly dissemination and communications - importantly, providing reliable and well-integrated solutions for future ISC journal issues, but also for possible future substantive research projects derived from open data sources and systematic review.

For any questions or comments on the above developments, please contact Paul Catherall at p.catherall@liverpool.ac.uk

Looking to decolonize your public library? Address Aporophobia First

John Pateman and Margaret Demillo

Abstract

This article will examine some of the deeper conversations that need to happen before a public library can fully institute a decolonization and reconciliation plan. Using mass observation as evidence, the authors argue that acts of discrimination are often mistaken as racism, when in many cases the 'us versus them' mentality is rooted in a perverse and often unconscious fear of poverty and of the poor. A decolonization plan cannot be fully implemented until aporophobia and to a greater extent, the confines of capitalistic society are fully understood by library staff.

Introduction

Under the leadership of John Pateman the Thunder Bay Public Library (TBPL) is addressing the issues of racism, decolonization and reconciliation head on. As these uncomfortable discussions unfold, some emerging themes have emerged. There is no doubt that racism exists in Thunder Bay, Ontario and that TBPL is one of many Eurocentric public organizations that exudes institutional racism. But current discussions, both direct and indirect are highlighting an undercurrent to the perceived racism issue - economics. In fact, it is the fear of poverty and of the poor ('aporophobia' to be precise) that is at the root of many decolonization and race relation discussions.

Thunder Bay, Ontario is a city with a population of slightly over 107,000 people. The city sits near the head of Lake Superior and is often referred to as the 'Lakehead'. The city is revered for its geographical beauty, slate blue skies are reflected in the largest of the Great Lakes. A large formation of mesas (https://en.wikipedia.org/wiki/Mesa) on the Sibley Peninsula (https://en.wikipedia.org/wiki/Sibley_Peninsula) in Lake Superior

(https://en.wikipedia.org/wiki/Lake_Superior) resembling a reclining giant has become a symbol of the city that both Indigenous and non-Indigenous communities recognize as 'Nanabijou' or the 'Sleeping Giant'. The natural beauty of the area is haunted by the community's reputation as the 'murder capital of Canada', a city with its racism headlining in national newspapers and the focus of Tanya Talaga's book *Seven Fallen Feathers* that captured the tragedy of Indigenous youth within the City.

Pateman has started very serious and awkward discussions within the library and the larger community, stating: "Thunder Bay Public Library recognizes, accepts and acknowledges that racism exists in Thunder Bay and at TBPL. Racism is the problem and only a strong anti-racism response is the answer." (Press Release, Thunder Bay Public Library, 2018).

The TBPL board approved an action plan to support the advancement of initiatives in decolonization, anti-racism, reconciliation and relationship building with Indigenous peoples - in direct response to the findings from the Truth and Reconciliation Commission's Call to Action. The library is the only public institution in the city that has actually taken such proactive steps to enact change.

Thunder Bay Public Library

In 2018, TBPL held a number of Community Conversations (focus groups of 8 - 15 people) to inform the development of its Strategic Plan for 2019–2023. Every sector and demographic were engaged in this process, including arts / heritage, business, criminal justice, community, faith, Indigenous, health / well being, seniors, women and youth. The aim of these conversations was to identify community aspirations and concerns so that TBPL can become both community-led and needs based. Community intelligence was also gathered via an online Community Survey. TBPL's community consultation groups – the Community Action Panel, Youth Advisory Council, Indigenous Advisory Council – as well as TBPL Board members and staff, were used to validate and prioritize the primary themes which emerged from the community conversations and survey. These themes formed the basis of the following strategic objectives:

- Foster a safe, clean and healthy community
- Challenge institutional and systemic racism
- Cultivate diversity and inclusion
- Mitigate the impact of homelessness and poverty
- Encourage and support youth

These strategic objectives are aspirational for any organization. However, some people have suggested they are beyond a public library's 'raison d'etre'.

Can a public library be a catalyst for change? The library is "a very seditious organization because we can engineer social change in a very quiet way" - quoted from Pateman in the Globe and Mail (Galloway, 2019).
Interestingly, the Thunder Bay Police have aligned their strategic directions with TBPL. In the same article, police chief Sylvie Hauth stated the police are "…with them (TBPL)" when it comes to trying to change things in the city.
Responding to reports that Thunder Bay had the most homicides per capita of all municipalities in Canada in 2018, Chief Hauth followed, "It's no surprise…. we do have very high socio-economic issues in our community." (Turner, 2019)

These socio-economic issues are often the topics of hushed whispers about 'those people'. Like many public libraries, TBPL is a sanctuary for the homeless, the new immigrant, those economically disadvantaged, those with mental illness and others disenfranchised by society. Often the perception of sanctuary is matched by library staff's perception of an unsafe work environment.   For a marginalized patron, the library is warm, dry and quiet compared to the streets. Library staff members, however, see the library as smelly, messy and full of loud people who are not necessarily borrowing books. The 'us versus them' mindset festers in this maligned psychological space. The antipathy towards this patron is based on fear, real or perceived, not because of physical violence but a fear of the patron's poverty status.

Aporophobia

'Spain's prestigious language foundation Fundéu BBVA has chosen 'aporofobia' (aporophobia) as its word of the year for 2017' (Dunham, 2017). Aporophobia can be roughly translated into English as a fear of poverty and poor people.

Fundéu BBVA credits Spanish philosopher Adela Cortina with coining and circulating 'aporofobia' in the press to bring attention to the fact that xenophobia and racism are often used to explain the disdain shown towards migrants and refugees when that aversion is often caused by their poverty status rather than for being foreign.

Thunder Bay has a long history of a working class, union-strong society with a relatively leftist leaning political tendency. Regardless of these roots, the community was never able to fully realize its ideological potential as a socialist state and became entrenched in capitalistic thinking. With this thinking came the inevitable losers of capitalism - the poor. Poverty implies scarcity, discrimination, isolation, crime, ill health, homelessness, antisocial behaviour, and powerlessness. The notion of 'winners' and 'losers' creates 'us' and 'them'.

For the purposes of this article, 'us' can be described as a front-line library worker, likely female between the ages of 29-54 with at least a high school education and a median salary of $48,000CDN. 'They' are more difficult to define, firstly because the library does not collect data on patrons regarding socioeconomic status. 'They' are perceived and classified as 'the other' arbitrarily and unequally by staff; that is, not all staff will consider the same patron as 'the other'. There are times when one staff member's 'them' is another's 'us.' It can be asserted, however, that 'those' patrons are from a considerably lower income level, likely on some form of government assistance and are regulars at the soup kitchen and shelters near the various library branches. A definite gender bias is evident with an eighty/twenty split as male/female, with both genders represented between the ages of 29-74.

In her article 'Please Admit You Don't Like Poor People So We Can Move On', (2018) Hannah Brooks Olsen captures how witnessing poverty and perceiving scarcity creates biases in people who are not poor.

Perceptions of poverty have substantial impacts on the way people collectively think and act. Imagine a community meeting about a proposed homeless shelter, wherein self-proclaimed 'concerned' neighbours begin every testimony with something along the lines of 'I care about the homeless! I really do! But…'

and then follow their opener with something that expresses an unfounded bias about people living in poverty -

'…I'm worried about increases in crime.'

'…why do we have to pay for their housing?'

'…they'll just trash it!'

'…how will I explain them to my children?'

These sentiments — which assume that homeless individuals are criminals, that they're freeloaders, that their very existence is somehow damaging to children — are not based in research, nor do they account for the complexity of socioeconomic status. They are, instead, based on a reaction to poverty and scarcity that is intimately linked to our own survival mechanisms.

TBPL is not exempt from such sentiments. This exact same conversation happened recently when an attempt was made to establish a Transitional Housing facility for Indigenous youth in Thunder Bay. Fear of 'the other' – expressed as fear of crime, violence, drug dealing, gangs and guns – dominated the discourse, and drowned out the very real needs of young Indigenous people who are literally dying on the streets because their basic needs, including food and shelter, are not being met. The perceived crimes of drugs and guns are prioritized over the real crimes of hunger and homelessness.

In 2018, TBPL solidified its partnership with Anishinabek Employment and Training Services (AETS). AETS is an incorporated, not-for-profit organization, with over 21 years as part of a national network delivering an Indigenous Skills and Employment Training Program. The objective of the national program and each of the regional agreement holders is to increase the participation of Indigenous Citizens in the Canadian labour market. This partnership enables AETS to accommodate its continued growth to empower the Anishinabek and support the TBPL's strategic plan in Community Hub development, decolonization, relationship building and facilities renewal at two library sites.

Library staff members were not happy at this development. Some staff members were candid with their opinions and shared them respectfully with management.

Some of these opinions had rationale - the library was losing space for the collection (AETS was taking over almost an entire floor at two library locations) or concerns over shared resources in TBPL's unionized environment. Some staff worried that the library would lose its status as an institute of society and simply become a landlord. These legitimate (and more importantly, legitimately posed questions) were few and far between, and were answered in an open forum via TBPL's weekly staff newsletter. Most staff, however, chose to voice their concerns to patrons, politicians and the public and then engage in acts of micro-aggressions. A TBPL board member, already influenced by some of these staff, asked at the desk, 'How are you going to keep the smokers away from the front door once those people move in?' When asked to clarify, the board member explained that once AETS moved into the library, there would be increased traffic by Indigenous people, and 'they' smoked without heeding the signs to stay clear of the entrance. Rumours in the coffee room included the suggestion that TBPL entered into the partnership because 'only Indigenous organizations are given money. This is Pateman's way to get government funding.' TBPL staff expressed resentment when hot breakfasts were delivered to AETS early morning meetings: 'My tax money is paying for that bacon'. The biases identified by Olsen emerged.

When TBPL management addressed the murmurs and micro aggression, the tone of the murmurs became one of raised eyebrows and suggestions that free speech was under attack. Instead of 'My tax money is paying for that bacon', comments like 'I'm not going to say anything but it sure must be nice to be paid to eat' were observed. TBPL staff resisted realizing the partnership potential with AETS; they knew where AETS was located and that they did some sort of training and that their clientele was indigenous, but the resistors insisted they didn't know why AETS was in their library. Meet and greet events were organized so the two groups could learn about the other. TBPL staff questioned the expense of the catered events; some staff refused to attend. Six months after sharing a physical desk with AETS, many TBPL staff still stated that they didn't understand the partnership; the 'us' and 'them' dynamic permeated TBPL's already fragile organizational culture.

Around the same time, patron-banning and incident reports were on the rise across the library system. TBPL staff complete incident reports when the behaviour policy is breached. The behaviour policy has a number of considerations ranging from unattended bags to weapons in the library. Patrons can be suspended temporarily for being among other things noisy or intoxicated, threatening staff or for acts of physical violence. Most incidents do not result in suspensions and even less result in banning letters. Staff members are encouraged to capture all incidents, minor and serious in an incident report so risk assessments can be better addressed. At about the same time as AETS was settling onsite at one library, incident reports at another branch spiked. The increase in reports wasn't necessarily alarming, as cyclical spikes are common (cold weather, government pay days, full moon). What was alarming was an increased notation of race in the reports such as 'Aboriginal patron', 'Indigenous man', 'First Nations woman'.

Racism

Racism has long been an issue in the broader Thunder Bay community but had always been simmering on the back burner at TBPL. Management insisted it was time to address it head on. Part of that process included mandatory intercultural competency training. External consultants were brought in to facilitate joint training sessions with AETS and TBPL staff. The groups worked together during the day on self assessments and development activities. It was a long day in a conference room. The topics were deep and at times conversations were difficult. Many people did not want to be there; some even stated so to the facilitators. About three quarters of the way through the first day, a profound conversation occurred between TBPL and AETS staff at one of the tables. It went something like this:

AETS staff: 'We've never had to deal with issues like we are dealing with now. We never had problems before we moved into the library.'

TBPL staff: 'What issues do you mean?'

AETS: 'Those people. We've never encountered smelly people, sleeping people, violent people, people with mental health issues, people who just hang out all day. We've only ever had to deal with our clientele - people who want to work.

TBPL staff to TBPL staff: They get us!'

This revelation revealed the larger truth. The discord was not necessarily about race. The AETS staff who spoke of 'them' was Indigenous. The TBPL staff was white. The two bonded over their fear of the poor patron, and more importantly, their own fears of scarcity and they became 'us'. 'Them' was the mentally ill, smelly, ragged, poor patron.

And then something similar happened. The facilitators told a story that happened on the day they arrived in Thunder Bay. They had never visited the community before but were familiar with race relations as reported in national newspapers. The story goes that after an almost hour wait for a taxi at the airport, they got into the cab and started a conversation with the driver.

Facilitator: 'Why is there such a long wait for a cab at such a small airport in Thunder Bay?'

Taxi driver: 'Nobody wants to drive a cab up here. Our company has nineteen cabs, but we only have two drivers. All these people come to the city from up north. They don't want to work. No one wants to work. In the old days everyone worked at the mill but now none of these people want to work. I'm Polish, my family is Polish. We work hard. But these people nowadays they just sit around.'

The facilitator listened intently to what was said. He took careful note of what was unsaid or implied. In his first encounter in Thunder Bay on his way to deliver intercultural competency training, the facilitator witnessed racial bias in the first hour of his arrival. This bias was presented as somehow predicated on an economic value system: 'All these people come to the city from up north. They don't want to work'. The perception that 'people nowadays they just sit around' manifests in the driver's fear of his own potential scarcity. Poverty, the perception of poverty and ultimately the fear of poverty instilled in those who are not poor is often at the root of race relations.

Colonization

Colonization flourished throughout the world as a means of gaining access to land and labour resources. It was an outcome of imperialism motivated by

economic greed. The act of decolonization scares some people. Decolonization implies the current economic imbalance between Indigenous and non-Indigenous people - in favour of the non-Indigenous person - could in fact shift in favour of Indigenous people. In a decolonized Canada, even the most remote Indigenous communities might enjoy the same standard of living as their non-Indigenous neighbours, with access to clean water, healthy food and equitable education. It is even possible that the economic divide lessens to the point there is no winner or loser, no 'us' and 'them'. For some people, especially those used to a racial divide, the closing of the economic gap and possibility of parity is as disturbing as the concepts of poverty and scarcity.

Colonization in Canada, like slavery in America, needed an intellectual and moral justification to hide its real motivation, which was purely economic – to extract the human value of Black slaves in America and appropriate the property value of Indigenous land in Canada. The pseudo-scientific justification for these economic activities was eugenics – the belief that the human population can be divided into separate races with distinctive characteristics, including intellectual ability. The Black slaves in America and Indigenous Peoples in Canada were re-invented as inherently inferior to the white man who was inherently superior. This ideological and cultural mind set continued long after the end of slavery and the colonization process, although these also continued in more nuanced and sophisticated forms. When slavery and colonization ended this was presented as a moment of conscious enlightenment when the white man realised that what he was doing to Black and Indigenous Peoples was morally and ethically wrong. In fact, there was no such 'light bulb moment' because the real reason why slavery and colonization 'ended' was pure economics and nothing to do with morality or ethics.

When slavery and colonization were no longer profitable to the white man, he used the profits he had extracted from these processes to invest in an even more lucrative project called capitalism. And as is often the way with the white man, he was able to have his cake and eat it. He was able to distance himself from slavery and colonization while at the same time benefitting from the continuation of its ideological base which was embedded in people's minds, i.e. white people were superior to Black and Indigenous Peoples. He could then use

this ideology to divide and rule and entrench his power and wealth under capitalism. He used capitalism to continue enslaving and colonizing the minds of the people he continued to oppress and they became agents of their own oppression.

Capitalism

To challenge capitalism is a huge step to take because it requires that we completely turn a long accepted and entrenched world view on its head. We are required to not only stand in someone else's shoes and view the world through someone else's eyes, but also to reprogram our brains so that we can see their world through our own eyes. It is possible, but by no means easy, to intellectually imagine how this might happen. The barrier to creating a new world view is not our intellect but our emotions, because one of our most powerful emotions – fear – is at play here. Fear is used by capitalism as a deliberate tactic to ensure that we always look downwards upon those below us - for answers to our questions and sources of our frustrations and challenges – rather than upwards at the real, and common, source of our problems.

The middle class look down on the working class, and the working class look down on the underclass. Meanwhile, the ruling class looks down on all of us. Imagine if this sequence was reversed. Imagine if the underclass looked up to the working class to help them climb up the social and economic ladder; imagine if the working class looked up to the middle class to use their resources and connections to break through glass ceilings. And imagine if the underclass, working class and middle class all looked up at the ruling class and realised that this tiny one per cent elite was their common enemy. Then some real change might be possible.

But in the real world the ruling class in America, Britain and Canada can convince the middle class that their enemy is the working class and that the greatest threat to the working class comes from the underclass. When Trump says 'Make America Great Again' this assumes that America was great at some time in its past and that someone is responsible for bringing it down from greatness. But instead of pointing to the real culprits – corporate America – he

singles out the undocumented migrant worker trying to cross the Rio Grande. The same argument was deployed during the Brexit campaign in Britain and the recent federal elections in Canada. The enemy was not the rich and powerful (who we should revere) but the poor and dispossessed (who we should fear). This classic divide and rule tactic is used by the ruling class to entrench their wealth and power.

Middle class library workers are fearful of working-class library patrons. Working class library workers are fearful of underclass library patrons. White library workers are fearful of Indigenous library patrons. This fear has several elements: fear of the other, fear of poverty, and fear of revenge. Fear that 'the other' might take what we have from us; fear that we may then become 'the other'; and fear that 'the other' may exact revenge on us for what we have done to them. This fear has been used to justify the oppression of colonized, enslaved and working-class people. The 'logic' behind this argument is that the ruling class (with the support of the middle and working classes) have to use increasingly cruel and vindictive methods to hold down 'the other' or they will rise up and inflict a terrible vengeance on us for all the injustices we have done to them. There is an inherent recognition within this argument that wealth and power imbalances have negative consequences but, instead of using this recognition to correct these imbalances, we project our fear of revenge on to those we oppress. This makes us all complicit and compromised by the capitalist revenge system.

Vengeance, vindictiveness and revenge are used to maintain the status quo. These mechanisms justify the oppressive actions of the ruling class, they compromise and make complicit the middle and working classes, and they constrain the capacity of the oppressed to resist and fight back. Black people in America have a long and proud history of resistance from slave revolts to 'race riots' in Chicago and other major cities. One of the primal fears underpinning Trump's America is that the white man will become a minority within 'his own country' and that 'the other' will overwhelm him and take his wealth and power. The response to this perceived threat is to use all the forces at the white man's disposal – most notably the militarised police state – to suppress and subdue 'the other' and act as a constant reminder of who is in charge.

This weaponised response is played out every time a white police officer pulls over a black driver in America. The interaction that follows is overlaid by the whole racial history of America, from slavery right up to the present day. The black driver is quite rightly fearful of the weaponised white cop. But the gun wielding white cop is just as fearful, and maybe more so, of the black driver. This fear is driven in part by his knowledge of all the injustices that white people (including the white cop) have wreaked upon black people and also by the white cop's perceived fear that the black driver he has pulled over might take the opportunity to wreak his personal revenge. The same dynamics come into operation when a white police officer interacts with an Indigenous person in Thunder Bay. The white cop is playing his historical role as the agent of white oppression that is enshrined in law by the Indian Act; at the same time, he knows at some psychological level that this oppression is not justified, and he fears that the Indigenous person may want to take revenge. This raises the stakes on both sides of the encounter – real fear combined with perceived fear – with often tragic consequences.

Perceived 'acts of revenge' not only manifest through mass actions such as 'race riots' in America or 'stand offs' between Indigenous people and white police in Canada, but also in everyday one to one interpersonal interaction between white people and 'the other'. These interactions happen on a daily basis at Thunder Bay Public Library, but few would locate them within the context of fear, vindictiveness, vengeance and revenge that we are suggesting in this article.

Social Class

If library workers can recognize their settler colonial world view, understand what makes them view welfare mothers and homeless people for example, unfavourably, and recognize that poverty - not poor people - is the problem, that poverty can be reduced if not ended, and that the most vulnerable and dispossessed among us are citizens and neighbours who deserve compassion, support, and respect - then there's a real chance to change their heads and hearts. But first they must be able to frame their understanding in terms of class rather than race.

Talking about class is as difficult as talking about race, even though class is a real economic construct whereas race is a perceived social construct. People feel very uncomfortable talking about class because it forces them to recognize that class exists, also it reminds them of where they are in the class pecking order. For those in the working class this can trigger feelings of resentment but, as previously mentioned, these feelings are often misdirected downwards towards the underclass, rather than upwards at the real class enemy. This powerful resentment among the working class is particularly evident among those who have made it out of the underclass. Instead of lowering a ladder down to their former brothers and sisters who remain in the underclass, they pull up this ladder, distance themselves from the underclass, and enjoy the benefits of their new class status.

There are many immigrants who, after establishing themselves in their new home country, argue vociferously against more immigrants being let into the country. This is because they fear the economic competition that continued immigration may bring and the related fear that this competition may push them back down into the underclass. The same dynamics exists between the working and middle classes. Working class people who make it into the middle class (if such transitions are truly possible) often start to despise the very class they have escaped from. They argue 'if I made it so can you, and if you don't it's because you are stupid or lazy.' They fail to recognize that they were only able to 'escape' from the working class because it serves capitalisms interest to let them do so. The middle class works hard for the ruling class and are its eager agents, even though there is very little possibility that many people from the middle class will make it into the top one per cent. What keeps the middle class working hard for capitalism is not their hope that they will make it into the ruling class but their fear that they will fall back into the working class.

Discussions about class are often hijacked or diverted by two dominant narratives that are used by the ruling class to maintain their hegemony. One of these narratives is that class no longer exists or is no longer relevant. If the ruling class can get people to buy into this narrative then they can make the class question disappear altogether, along with all the inequities that go with it. If this narrative does not work, they fall back on a second, even more beguiling

argument: 'we are all middle class now'. Not only does this obscure the true nature of the class system but it motivates people to buy into that system by suggesting that it can be a tool which can be used to get on in life. During the recent federal election in Canada there were many references to the 'middle class' but very few mentions of the working and ruling classes. The campaign narrative was dominated by 'the middle class and those who are working hard to join it', the implication being that if you do not succeed in life that is because you are not working hard enough.

Any discussion about race – no matter how difficult that may be – has to start with a discussion about class. And any discussion about class has to be grounded in capitalism, economics and poverty. Racism is a product of capitalism. Capitalism is the cause, racism is the effect and class is the solution. This analysis has been distorted by proponents of intersectionality who argue that identities such as race and gender are of equal or greater significant than class.

While intersectionality and identity politics are important because they motivate people into taking political action, they can also become a distraction from the real struggle, which is the class struggle. Intersectionality and identity politics tend to divide rather than unite. 'Black Lives Matter' alienates some white people. Transgender alienates some feminists. These are important causes and should be fought for and defended but they play into the capitalist game of divide and rule. We only have to see how corporate America has bought into intersectionality and identity politics to understand that it is being used as a tool against the very people it pretends to support. Intersectionality and identity politics focus on differences rather than commonalities, and some of these differences are not real, they are social constructs.

Race is a classic social construct; biologically all of the people on this planet are one race. Our DNA is identical. We may look different on the outside but in many ways, we are exactly the same. Slavery and colonialism were the great engines of capitalism and, although some of the superstructure of these systems has gone, the ideology that created and perpetuated them remains firmly in place. Black people are not being taken from Africa and enslaved today but the ideology that made this possible – that Black people are inferior and white people are superior – lives on in modern day America. Indeed, it can be argued

that this divide and rule between Black and white people is what enables the ruling class to stay in control, such is the power of racism in America.

In Canada, the power of the ruling class is entrenched by the deep divide between Indigenous and non-Indigenous peoples; this divide is embedded within the legal superstructure via the Indian Act which created and perpetuates an apartheid system in Canada. This racist superstructure shapes and determines the ideological base in Canada and enables white people and immigrants to look down upon Indigenous Peoples, who are viewed and treated as an underclass by white settlers and new arrivals.

Decolonization

In order to start challenging these false feelings of superiority and inferiority and these socially constructed 'racial differences' between white and Indigenous Peoples, we have to shift the discussion from an ideological and cultural argument to an analysis of the underlying economic system. For example, 'Truth and Reconciliation in Canada' (Truth and Reconciliation Commission/ TRC) requires us to admit the harsh and unpalatable truth that the white man stole the land from the Indigenous Peoples, and that reconciliation is only possible between two equal parties who have equal wealth and power. This means either giving the land back to Indigenous Peoples or, better still, finding a way to share the land with them for mutual benefit. This is what many Indigenous Peoples thought they were committing to when they signed the Treaties. Instead, the land was stolen from them and they were forced onto Reserves.

The white man saw the Treaties as contractual land deals and paid some token economic compensation in return for what became very valuable real estate. This very act of compensation created deliberate divisions and resentments between Indigenous and white Canadians that are still evident today; for example, this resentment is apparent every time a Status Card (which in itself is a powerful symbol of the apartheid state) is presented at a store check out. These perceived unfair economic transactions trigger ideological and cultural resentments such as 'why do those people pay less than me.' This economic resentment is in the mind of every white staff member – either consciously or unconsciously – each time they interact with an Indigenous person in the library.

Another thought that is at the back or front of the minds of library workers is that the library they work in was built on land that was stolen from the Indigenous people; with this thought comes an attendant fear of revenge if the land was somehow taken back. This fear is managed by 'land acknowledgement statements' which acknowledge that something happened in the past but do not admit that this was an injustice or commit to doing anything about it. These acknowledgements are carefully crafted legal statements that merely recognize a historical fact rather than admit culpability, e.g.: "We acknowledge that the City of Thunder Bay has been built on the traditional territory of Fort William First Nation, signatory to the Robinson Superior Treaty of 1850. We also recognize the contributions made to our community by the Métis people." (Thunder Bay Land acknowledgement statement).

Some Indigenous people feel that land acknowledgements are a step in the right direction because they at least recognize that something happened in the past. But recognition requires no action, which makes the white man feel very comfortable, because he doesn't have to do anything to right a historical wrong. The white man can salve his conscience by admitting a historical act, while at the same time distancing himself from it ('that was in the past and had nothing to do with me') and admitting no liability. He can continue to enjoy the benefits, economic and otherwise, of this historical injustice.

Decolonization of public libraries will only become meaningful when the stolen land that they were built on is given back to Indigenous Peoples. In order for the public library to commit to decolonization of the institution, the organization and its staff must understand and accept they are in fact parties to the Treaties. This requires the authentic admission that we all have rights and obligations with respect to Treaties and that we also share the negative impact that colonialism continues to have on us. In order to do this, it is necessary to examine the social and economic constructs that frame and drive colonialism. If aporophobia is one of these constructs the library must start an uncomfortable conversation with its staff and patrons about capitalism, poverty, class and race. This conversation must take place before truth, reconciliation and decolonization of the public library can move forward.

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The ECHO Mobile Library

Kaya Purchase

Delphine Minoui's 'The Book Collectors' is the true story of how people risked their lives to salvage books from the debris of the Syrian war and create a haven of literature in Damascus. They collected over 15,000 volumes and compiled them in a secret underground library. For anyone who views books as a luxury, this prioritisation is a testament against such conviction. In Carmen Bugan's memoir 'Burying the Typewriter' the author's father tells of how in Romanian prison, inmates would etch poetry into the soles of their shoes with matches. They *needed* to write – not just words but poetic imagery - in order to survive. Literature empowers and connects in a way that is indispensable to human resilience and survival.

One thing that Covid-19 has brought to many people's consciousness is the potency of isolation. Some may also have discovered during lockdown the incredible power of literature to transport the reader beyond the limitations of such isolation. I regard reading to be one of the most inclusive and accessible forms of personal expansion that exists. It helped me to transport beyond the limitations of growing up as a young working-class child to imagine an almost limitless potential for my life. In consequence, I believe it has the power to help one shape their identity, perhaps not independent of, but certainly beyond and in spite of social constrictions and influences.

This is why the ECHO Mobile Library is not a luxury but a necessity. ECHO is an LDV van stocked with books in thirteen languages that serves eleven refugee camps and community centres in the south of mainland Greece. There are currently roughly 115,000 refugees in Greece; most have been met by an EU policy of containment that traps them in island hotspots and inadequate camp conditions, worsened by mounting hostility from a right-wing Greek state. The recent fire in Moria camp is the inevitable culmination of one such location of devastating maltreatment and displacement.

ECHO is in many ways a mobile education hub; they run everything from children's activities and mother-and-baby groups to access for online University courses and adult language classes. But the most important aspect of what it offers is the books themselves. Visitors are permitted to loan books and take them away to read in their own time and at their own pace. The mobile library supplies children and adult fiction, as well as English learning books. One purpose of the library is to equip refugees with the skills they may need for their new lives in their destination country, but it also provides the psychological nourishment that only literature *can* provide.

The ability to take books away is integral. It provides library users with the autonomy to self-educate. The diversity of reading material also grants visitors the freedom to select reading material without rules or restrictions. ECHO is "dedicated to providing equal and free access to information and knowledge." [1] This fostering of uninhibited curiosity is an important liberty in a social context where many refugees have been robbed of all other liberties and rights.

The right to not just education but creative stimulation is especially important when a person is being put in a position where they feel robbed of legitimacy and respect. All library users know best for themselves what they want and need but they "are often prevented from pursuing (their needs) by political and structural injustices that impact upon their physical and mental state." [1]

The library provides the resources for them to pursue their needs at their own discretion. ECHO provides services regardless of citizenship or residential status, accepting everyone as an individual worthy of respect and decision-making power. We are all acutely aware by now that the message the mainstream media predominantly conveys of undocumented immigrants is one that purposely robs them of their individuality and humanity or infantilises them. ECHO recognises the division created by these harmful prejudices and strives to bridge the gap by allowing anyone to rent a book as long as they provide a name. This restores an, albeit small, sense of self that Western media unwaveringly tries to obliterate for those without documentation.

In terms of support in learning new languages ECHO also provides the opportunity for self-study. Roughly half of the refugee camps which the library visits already have basic language programmes in place, but these are not accessible to everyone who would benefit from them. For one thing, those

without documentation are excluded from the services. In addition to this, those with caring responsibilities, or people with mental health issues or other vulnerabilities often struggle to learn in a group environment at the pace of a taught class.

By providing beginner's books in a range of languages, ECHO gives visitors the opportunity to start from a very basic level and progress at their own speed, fitting their learning around their own lives and personal needs. However, the shared community environment of the mobile library itself – comfy chairs, cups of tea - means that it still offers the chance for a social experience if desired. This is a good alternative to mainstream information provision.

An article on Verso [2] classed the ECHO bus as a 'guerrilla library', placing it amongst a legacy of services such as Argentina's 'Weapons of Mass Instruction' (an ex-army tank that was transformed into a book transportation vehicle) and the Occupy Wall Street library. This terminology does appear to be apt. Guerrilla libraries, whilst the title may suggest a theme of rebellion and resistance, are more specifically libraries that are established directly where most needed.

ECHO's mobility means that books and materials are brought to the people, instead of people having to travel to the library, which is a defining point of a guerrilla library. It ensures that those who cannot make the journey are not excluded. To be suspended in transition between an unstable origin and an unreliable destination means that it is important to have required services be as consistent and accessible as can be maintained.

Many of the children in the refugee camps are not able to attend school and access to general public life is difficult - another way in which refugees are made to feel alien and excluded, the physical distance parallel to the societal rift between refugees and civilians.

The ECHO bus is a service that should never have to exist. Guerrilla libraries are provided like a band-aid over a wound. They come into being in areas where not only educational resources and opportunities for creativity are void, but an equal distribution of basic human needs such as homes, food and sanitation. All of these things are missing from Greek refugee camps and it is unacceptable that they are not being provided. ECHO cannot solve every problem, but it offers a

simple yet integral service that is specific to the needs of those who continue to be betrayed by an inhumane and disastrous immigration system.

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The Library as Publisher in the Whole Wide World

Mikael Böök

This is a translation from Swedish of a blog post by Mikael Böök on 'The Library as Publisher'. Mikael is among other things involved in LibPub, IFLA's special group in the field (https://www.ifla.org/Library-publishing). The group places its main emphasis on publishing of academic texts by Higher Education and research libraries, even though they also visit public libraries.

Mikael comments below on a recent webinar under the auspices of this special group, but asks why does not IFLA's own extensive advocacy, especially with regard to the UN's sustainability goals count as publication? Also, why don't librarians publish their support for the UN agreement on a ban on nuclear weapons? This treaty was in fact a big victory, see 'UN Treaty on the Prohibition of Nuclear Weapons reaches 50 ratifications needed for entry into force': https://www.icanw.org/historic_milestone_un_treaty_on_the_prohibition_of_nuclear_weapons_reaches_50_ratifications_needed_for_entry_into_force

The Library as Publisher in the Whole Wide World by Mikael Böök

This summer I joined the international umbrella organisation of librarians, IFLA. You can become a personal member there if you consider yourself able to afford the membership fee (77 euro). As a background to my membership, a couple of years ago I decided to participate in the relatively new IFLA Special Interest Group on Library publishing (LibPub).

The group held a webinar (16 October, 2020) which I missed, but now I have watched the more than two hour long recording of this event via Youtube (https://youtu.be/lIo_Ckq6ZHI). The purpose of the webinar seems to have been to involve librarians from a larger part of the world than North America and Europe in the LibPub group. Thus, speakers had been invited from the Philippines, Russia, Nigeria and Turkey (see the program:

).

Those who do not have time to take part in the entire webinar can go directly to James 'Jim' O'Donnell's elegant concluding comments at 1:59.

Library publishing is usually given a rather narrow definition - it is explicitly about scholarly publishing. In other words, the term most closely covers the publishing - curated by librarians - of academic and scientific literature and especially the publishing of learned journals.

This is also the starting point for IFLA's LibPub-group. At the same time, there is an awareness of the multifaceted nature of publishing and the Library as publisher.

Thus, the Turkish webinar speaker reported on a kind of research project run by a city Library in the city of Bursa, which has resulted in a long list of historical, sociological and geographical books about the city of Bursa.

For the Russian participant, Library publishing was instead a question of how the Russian libraries support and promote their own activities through the publication of books and journals - about for instance Library history and Library science; in short, it was to a great extent a question of Library advocacy.

What the Russian representative said they are doing is probably something that all librarians in all countries do, although not everywhere in such an organized and serious manner as in Russia.

The session of the webinar with the Turkish public Library representative

If we did not have the coronavirus pandemic now, I might have participated in a 'physical' conference and may have learned more from the event than the webinar from which I have related some fragments above. However, the film was also rewarding and through it, I was led into a new path of thought.

These days I am trying to form an opinion about IFLA's commitment to the United Nations' Agenda 2030, which as you may know is about sustainable development; it strikes me how much Agenda 2030 provides IFLA with an opportunity to promote not only the UN Sustainable Development Goals (SDGs), but also the libraries as such. According to IFLA, governments and tax-payers must understand that they need to guarantee, expand and finance libraries because of their major contribution to the achievement of the SDGs - see 'Libraries, Development and the United Nations 2030 Agenda' (https://www.ifla.org/libraries-development).

I also believe that the libraries contribute positively in many ways to the further development of both industrialised and developing countries. How sustainable this development actually is, can and should of course be discussed.

But I ask, is not Library advocacy also a form of Library publishing? The answer is undoubtedly yes. The Library has to speak for itself and is happy to do so - then the Library can't help but publish about itself.

And IFLA does energetically publish its involvement in the development agenda of the United Nations; declarations are being addressed to the UN member states (https://www.lyondeclaration.org/) and posters are printed to be hung up on Library walls (https://www.ifla.org/publications/node/91777). Brochures (https://www.ifla.org/publications/node/10546) are being edited, expert studies have been commissioned and reports are being published.

IFLA also understands itself and librarians as stakeholders in the UN cooperation towards fulfilling sustainable development goals. Representatives are being sent to Agenda 2030-related meetings and conferences. The above mentioned publishing is combined with direct influencing and political practice.

The core of IFLA's message to countries and peoples is the concept of access to information as a necessary condition for sustainable development. The role of the Library is to secure and improve access to information. If I read the information from IFLA correctly, there was also a lot of effort behind the fact

that "the access to information" was included as target number 16.10 in the resolution about the 17 SDGs that the General Assembly of the UN adopted on September 25, 2015.

In the LibPub-group of IFLA we tend to downplay the importance of this kind of publishing and practice which aims at the public sphere of countries and peoples. The group focuses, in my opinion, a little one-sidedly on the growing role of librarians in the publishing of learned publications aimed at academic communities.

All publishing activities - including scientific publishing - include elements of an emphasis (assertion, proclamation, promotion or confession) of oneself or one's own group, institution, university, party, religious community, motherland, etc. (whatever the purpose of the publication, justification, financial gain, warning of dangers or diverting attention from them). In short, promoting the public good or safeguarding the self-interest will never be a purely objective or neutral operation.

Conversely, publishing is always an ethico-political project, regardless of how esoteric it seems to be or if it is hidden in academic ivory towers high above all suspicion of selfish, biased or other problematic motives, or if it is habitually perceived as more or less harmless news coverage, gossip, or entertainment.

Why does an organization that resolutely supports the UN Agenda 2030 hesitate to get involved in the international campaign for the abolition of nuclear weapons?

IFLA is happy to publish its contribution to sustainable development and the commonly agreed development agenda of all the member states of the United Nations undoubtedly deserves the contribution of librarians.

However, is a sustainable development compatible with the permanent threat from nuclear weapons system on the ground, in the air, in the seas and in space? How does the enormous waste of resources - which the maintenance and the ongoing further development of these systems entail - go together with a sustainable economic and social development? Can global warming be curbed without the dismantling of the nuclear doomsday machinery?

I refuse to believe that librarians want to retain nuclear weapons systems; the Library certainly exists in order to keep something - but that something is surely

not nuclear weapons - rather this is 'humanity's only reliable memory' (Schopenhauer).

The Library also exists to change the world by abolishing various undesirable conditions, including ignorance, then why not also the nuclear threat? Why does the Library community hesitate to take a stand on the nuclear issue? Do librarians prefer to abide by the dictates of the nuclear states?

IFLA ought to publish the wish of the librarians that has not yet been expressed - the unpublished wish to get rid of the nuclear weapons systems. This would be an extremely effective measure of Library advocacy which would further increase the good reputation of libraries and the librarians among the peoples of the whole world. Because the peoples of the world really also want to get rid of nuclear weapons systems.

Today's good news is that the Norwegian Library Association has taken up the case. It has decided to support the motion to the upcoming IFLA General Assembly (The Hague, 5 November 2020) to become a partner in the International Campaign for the Abolition of Nuclear Weapons (ICAN). By joining the partners of ICAN, IFLA would at the same time mark its support for the UN Treaty on the Prohibition of Nuclear Weapons (TPNW), which will enter into force at the beginning of next year because the number of states that ratified the TPNW grew to the necessary 50 on UN Day, 24 October.

So now IFLA can show off yet another important aspect of the Library and have a poster printed with the inscription 'THIS LIBRARY SUPPORTS THE UN TREATY ON THE PROHIBITION OF NUCLEAR WEAPONS' to be hung on Library walls and to produce a brochure on the need to get rid of the nuclear weapons systems in order to achieve sustainable development.

Today's bad news is that the motion in question does not show up on the agenda of the General Assembly, at least it is not on the version of the agenda which the members of IFLA have received by email. As one of those who submitted the motion, I have to add that up until today the IFLA secretariat has not even acknowledged receipt of the motion.

These are the 50 US universities involved in nuclear weapons production
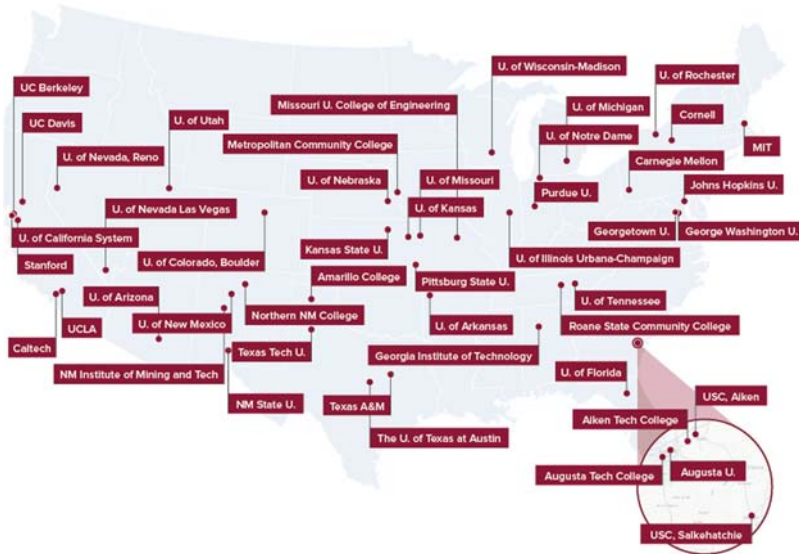
50 US Universities involved in nuclear weapons production

Finally, scholarly publishing is a very commendable activity; however, there are probably some areas that deserve closer scrutiny. On its website, ICAN links to a critical study called Schools of Mass Destruction (https://universities.icanw.org/) - this is a study of the involvement of universities in the military-industrial complex of the United States, stating that "…nearly 50 U.S. universities are involved in the research and design of U.S. nuclear weapons, largely in secret and in contradiction of their mission statements. Students and faculty must demand their universities stop helping to build weapons of mass destruction". We should now ask - which role does the university Library play in this context?

Why do we live in a world where libraries are illegal? An interview with Alexandra Elbakyan

Mikael Böök

Introduction to the interview with Alexandra Elbakyan

Sci-Hub is since 2011 the world´s most celebrated – and despised – 'shadow library', performing 'pirate style' copying and re-publishing for free of subscription based academic articles. The initiator, Alexandra Elbakyan (aged 32) of Kazakhstan, has given a number of interviews but here, Finnish library activist and philosopher Mikael Böök in an e-mail interview asks his own specific and very current questions. Just now she's in the news with a lawsuit against her by Elsevier, Wiley etc. We also get her opinions on 'Plan S', on joining IFLA and on her alleged Russian communist espionage.

Alexandra Elbakyan

Mikael explains his idea and approach for his interview

It was not possible for me to meet up 'physically' with Alexandra Elbakyan for this interview. Nor was it absolutely necessary. Having found her contact details on the Net, I asked her, at the beginning of December 2020, if she was willing to dialog with me about e-books, libraries and so called 'shadow libraries'.
I told her that I had just finished a general essay
(http://www.kaapeli.fi/book/#English) on e-books in public libraries, and in the

'Z-Library', which is a so called 'shadow library'; now I needed to consult her for another essay on the question of Open Access to scientific literature and Sci-Hub. Alexandra accepted to start an exchange of views with me, whereupon I formulated a first set of questions for her. She made clear that it would take some time for her to answer them. Waiting for her answers, I spent hours on the Web and reading books, trying to deepen my knowledge about the situation of the Open Access movement in general and Sci-Hub in particular. This process led to the questions and answers which are published below.

The Interview

Mikael – Would you like to tell a little about yourself and your background so that people who become interested can then go, for instance, to your blog Engineuring.wordpress.com to find out more?

Alexandra – I'm from Kazakhstan, and I was born in an engineering family. My grandmother was an engineering surveyor and mother a computer programming engineer. So, I started creating Websites when I was 12 years old and wrote my first computer program in Delphi language when I was 14. Back then a game named Tamagotchi was popular, it is a virtual pet that you can feed, groom and it grows. I was trying to program a Tamagotchi with artificial intelligence inside, so it will also behave as a real animal. I became gradually interested in how cognition works, so I collected a lot of e-books about neuroscience, artificial neural networks and so on. At the university I got interested in the technology of Brain-Machine Interfaces, that can connect your brain to a computer directly. So, I started thinking how we can merge our consciousness into a computer using such technologies.

Sci-Hub's homepage

Alexandra - After graduating from Kazakh National Tech University in 2009, I applied to a PhD program in the United States to study bioengineering and such technologies but was not accepted. So, I remained in Kazakhstan and started working as a computer programmer.

Alexandra - I also participated in online forums for scientists. Here I learned that many researchers had a problem with access to academic journals and books, because it was very expensive. So, I used my programming skills to create a Sci-Hub Web application. Using that application any person can read expensive academic literature absolutely for free. The program immediately became very popular among Russian researchers and then, in the whole world. Today more than 500,000 researchers and students of science use Sci-Hub every day to get access to academic journals.

Mikael – In your blog you write that Sci-Hub resembles a so called Web scraper. Grateful if you can open the meaning of this technical term a little. And can you then outline the history of Sci-Hub and illustrate how it is being used as a Web service? For instance, it is known that over the years, there has been a certain division of labour between Sci-Hub and Library Genesis (Libgen). What do Sci-Hub and Library Genesis have in common? How do they differ?

Alexandra – Sci-Hub in its essence is a Web scraper: A program that downloads Web pages from the Internet, processes them, extracts information from these Web pages and saves some information in the database. We have those paid Websites with academic journals that many researchers are unable to afford. So, what Sci-Hub does in its core, it downloads information from these paid Websites and then provides this information for free to the users.

Alexandra – So how exactly does Sci-Hub download information from paid Websites? Some universities are subscribed to these Websites. So, when you open such a Website from the university, it will provide all information for free. Next, all universities provide proxy servers. Using such a proxy server a student or a professor can open these Websites as if they open it from the university, while being at home, see - Sci-Hub collects many passwords from students and professors. Then it uses proxy servers to access the Websites as if they are accessed from universities that have subscriptions. Using a proxy to access the

Website, Sci-Hub Web scraper downloads paid academic journals and provides them to its users for free. That is the core of Sci-Hub, a Web scraper working through password-protected proxy servers.
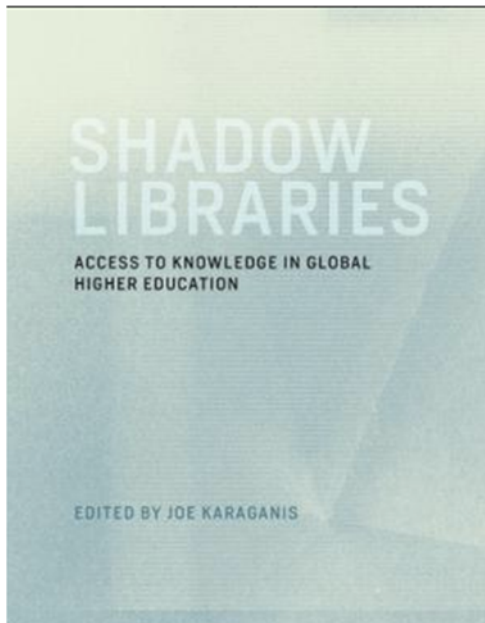
The book 'Shadow Libraries', edited by Joe Karaganis (The MIT Press 2018) with articles on for example Sci-Hub and Library Genesis. However, Elbakayan is critical of inaccuracies regarding Sci-Hub.

Alexandra – There is a widespread lie that Sci-Hub is a search engine while in fact it never had any search function at all. What a search engine such as Google does, is it gets a bunch of keywords from users, then it surveys Web pages on the Internet, looking for such keywords. If some Web page contains such keywords, it is displayed to the user. There are no similarities to Sci-Hub. Yes, search engines also contain Web scrapers to download Web pages from the whole Internet. Then they extract keywords from these Web pages and store them in database. When a user is looking for some keyword, a search engine checks its database for matching Web pages. And sometimes you can look up for free versions of academic journals using a search engine such as Google. But that is very different from what Sci-Hub does.

Alexandra - Library Genesis is another Website that is different from Sci-Hub. Basically, it is a huge database that stores millions of academic ebooks. It exists,

as far as I know from 2007 or 2008, and also contains a search engine to look up books in that database.

Alexandra - I created Sci-Hub to access academic journals in 2011 and after that Library Genesis had an idea to store academic journals in their database too, not only books. So, they asked me if they could save research articles that Sci-Hub downloads in their database, and we started collaborating. At the beginning, Sci-Hub worked without any database at all. Then it started using the LibGen database to save the articles, so there will be no need to download them again every time they are requested.

Alexandra - Starting from 2014-2015 Sci-Hub has its own databases and it does not rely on LibGen, but still, all new articles downloaded by Sci-Hub are uploaded to LibGen. So, the difference between Sci-Hub and LibGen is that Sci-Hub is primarily an article-download engine, while LibGen is a database without an integrated algorithm to download new articles.

Mikael – Sci-Hub and Libgen are often mentioned among the so called 'shadow libraries' (in the Wikipedia, for instance, and in the 2018 book 'Shadow Libraries' edited by Joe Karaganis.) Then there is yet another 'shadow library' which I myself stumbled upon and started to explore even before I had heard about Libgen. I am surprised that almost nobody talks about the 'Z-Library'. What do you know about that one (I for one know practically nothing except that it is big, seemingly Moscow-based and maintained on a server in China)? By the way, is the epithet 'shadow library' an apt description of a service like Sci-Hub which gives the researchers 'Open Access' to the articles of their colleagues?

Alexandra - I remember there were some mistakes in the Sci-Hub description in that 'Shadow Libraries' book by Karaganis, but I do not remember exactly which mistakes. I was very angry when I read the book: They could have asked me to proof-read their chapter about Sci-Hub before publishing, but they didn't!

The Elsevier process in 2015 against Sci-Hub and Libgen attracted considerable attention in the US. In April 2016 Science featured John Bohannon´s report on Sci-Hub stating: 'Who's downloading pirated papers? EVERYONE'

Alexandra - As far as Z-Library is concerned, I know that is a Website that basically mirrors the Library Genesis books database, including the database of Sci-Hub articles. Why does nobody talk about Z-Library and everyone talks about Sci-Hub? Sometimes people even have conspiracy theories why Sci-Hub got such fame and recognition. What can I say? Sci-Hub is actually the first Website to provide free access to academic journals on a massive scale. Before Sci-Hub there existed Websites such as Gigapedia or library.nu, Library Genesis and others that provided academic books for free, but not journal articles. Sci-Hub became the first Website to target that academic journals problem!

Alexandra - For a long time, the existence of Sci-Hub was censored in the media. Sci-Hub started in 2011 and immediately became popular among researchers but… even in 2015 articles discussing the problem of access to academic journals did not mention Sci-Hub!

Alexandra - Then in 2015 the lawsuit from Elsevier came, that included both Sci-Hub, Library Genesis and its mirrors such as Z-Library. A Website named 'TorrentFreak' published a short article about the lawsuit, and it listed Sci-Hub… as a mirror of Library Genesis! I read the article and became extremely angry. Then I contacted the journalist to correct the mistake, and they offered me an interview. So, my interview was published on TorrentFreak and information

about Sci-Hub got spread. However it took almost a year before the first article about Sci-Hub was published by mainstream media (The Atlantic - https://www.theatlantic.com/technology/archive/2016/02/the-research-pirates-of-the-dark-Web/461829/). After that publication Sci-Hub became famous: I got so many requests from journalists! I tried replying all of them so Sci-Hub will get even more known. Library Genesis admins, on the contrary, were negative about publicity and did not want to contact journalists even when requested.

Sci-Hub logo on top of a pile of books. The book pile symbolizing Libgen alias Library Genesis.

In short, Sci-Hub is the first Website to solve the problem of academic journal access and I actively promoted it.

Mikael – As you know, the European Research Councils have presented 'Plan S'. (Plan S requires state-funded researchers and research organisations to publish their work in Open Access repositories or journals by 2021, or real soon now). And the European Commission endorses it. What is your take on 'Plan S'?

Alexandra – They were planning to make all articles Open Access by 2020 but failed to do it. 'Plan S' is not the first attempt by a government to enable Open Access to academic journals, first attempts date back to 2003. They all did not

work and in 2011 Sci-Hub had to emerge. Ten years passed - the number of Sci-Hub users only grew.

Alexandra - So, I have doubts that Plan S will actually work. And many people oppose it, because they are against the author-pay model, especially scientists from foreign countries that will be barred from publishing in European and US journals because of the high price tag. For me, the author-pay model is still better than the subscription model, in that sense, Plan S will be a step forward. But most scientists want a system where they can both publish for free and read for free. They see the current situation as 'paradise': they can publish for free in subscription-based journals and then read these journals for free on Sci-Hub, so they do not need 'Plan S and do not need 'lost paradise'.
That is one problem. Another problem is that unlike Sci-Hub, Plan S does not target the core issue that prevents the free spread of information online: Copyright law. They only want to add a workaround instead of targeting the central issue. Instead of doing the right thing- setting science and information free – they are creating government-controlled science.

Alexandra - Yet another issue is that Plan S is partially motivated by the desire to kill Sci-Hub or get rid of it, so that Sci-Hub – a communist Russian project – will not get recognition as a project that made all science literature free, but European Plan S will get that recognition instead. They are deliberately trying not to mention Sci-Hub anywhere. I now work to prevent Sci-Hub recognition from being stolen.

Mikael – Let's come to some more general considerations, inspired by Sci-Hub and your own writings. Robert K. Merton (1910-2003), a classical writer on the sociology of science, thought that 'communism' is one of the 'institutional imperatives' of science. As an older person, who read Merton at the beginning of the 1970s, I would say that this communistic feature of science was almost taken for granted by earlier generations of scientists and librarians. Today, however, one often gets the impression that science, in spite of all talk about 'Open Access' — and in spite of, or perhaps because of (?) the internet — is rather regarded as private 'intellectual property' of copyright- and patent-holders, eagerly amassed by business companies, publishers, universities, states and not rarely, also the researchers themselves in order to 'cash in most' on

their discoveries. In your blog and in your lectures, you explicitly support the Mertonian view of science as 'communism.' Would you like to present your thoughts on this subject?

Alexandra – Since the very beginning Sci-Hub was a communistic project targeted against intellectual property, the earliest version even had a small hammer and sickle icon, and when you hovered a mouse over that icon, a text popped up: "…The communist society is based upon common ownership of the means of production with * free access to articles * of consumption". That old version of the Website with this hint is saved in Web Archive: http://Web.archive.org/Web/20130317005840/http://sci-hub.org/

Alexandra - I always thought that science is inseparable from communism, however I learned about Robert Merton in 2016 only, and was struck that his ideas are similar to mine. He views communism as an essential component of science ethics. He bases his argument on sociological research.
My argument was different. What is science? Science is a codified, rational knowledge, the knowledge expressed in texts, or in other words, communicated knowledge. That makes it different from other forms of knowledge, such as personal, intuitive knowledge, wisdom, experience, or craft. Science is a knowledge that can be communicated or made common, so, science cannot be a private enterprise.

Alexandra - In ancient societies, the idea of science was often expressed in form of a god, such as the Thoth of Egyptians, and we can see that type of god both rules science and language and other forms of communication, such as travel and trade. From that we can see science is inseparable from the idea of commons. Gods are an expression of ethics so here we have a confirmation of Mertonian idea of communism as an integral part of science ethics.

Mikael – You have also stated that "Sci-Hub is a goal, changing the system is a method." But how about the long-term preservation of the scientific commons? Would you agree that this remains a task for the public librarians and archivists? By the way, do you think of yourself as a public, albeit specialized, academic, librarian? If yes, would you consider joining IFLA – the international umbrella of the national library associations – as a personal member?

Alexandra - I of course will be happy to join such an association! And I think that other shadow-libraries such as Library Genesis must also join, but I'm afraid they will not accept us, because we are illegal, ha-ha! That makes me think of another question: Why do we live in a world where libraries are illegal?

Mikael – Yet one general question, this time about the nature of publishing - to what extent does publishing henceforward boil down to copying? Or is the copying only the horizontal aspect of a social activity that must also have a vertical structure? And would that vertical structure then be the traditional library institution enhanced with a new, digital 'shadow library'?

Alexandra - Publishing today also includes selection and checking processes, so that wrong or low-quality information will not get published. Hence if you think about it, publishing is similar to censorship! That it makes sure no bad thing gets through. So, it is not just copying. However, these functions – selection and publishing – can perhaps be made separate, so researchers can publish themselves and then the best works will be selected by a different process.

Mikael – Finally, let's not forget that we live in a great and terrible world: Since December, 2019, The US Department of Justice is investigating you on suspicion that you "may also be working with Russian intelligence to steal U.S. military secrets from defence contractors" (Washington Post Dec. 20, 2019). In the same Washington Post article, I read a statement by yourself on this matter:

> "I know there are some reasons to suspect me: after all, I have education
> in computer security and was a hobby hacker in teenage years… …But

hacking is not my occupation, and I do not have any job within any intelligence, either Russian or some another." (response by Elbakyan in response to written questions from The Washington Post).

Mikael – And I take you at your word (assuming that WP has quoted you correctly). How does this investigation of the US Department of Justice affect your life and your activity as the maintainer of Sci-Hub?

Alexandra -That does not affect me directly, but I guess it makes people trust Sci-Hub less, especially in Western countries, and it can easily slow down Sci-Hub's growth. For example, a librarian wants to organize an event about Sci-Hub in the university, the administration will say - we cannot, because Alexandra Elbakyan is a Russian spy, see - you can use that to 'justify' any action against Sci-Hub.

Alexandra -The second effect is that people won't wake up. They could see Sci-Hub and think: Why cannot we do the same? Get rid of those paywalls, academic publishers and get freedom! But if they have been told that it is a Russian spy project, their perception will be different.

Mikael – The big scientific publishing companies continue their efforts to stop you from republishing scientific articles for the benefit of students and researchers. In 2015, Elsevier and others filed a lawsuit against Sci-Hub and Libgen in New York; then, in 2017, the American Chemical Society filed a lawsuit against you. And now Elsevier, Wiley and the American Chemical Society are taking you to court at Delhi, India. How does it feel to be object to all this legal harassment? And how is the lawsuit in India going?

Alexandra - The first lawsuit that Elsevier filed against Sci-Hub in the United States was quite inspiring! A lawsuit, in some sense, is a recognition of importance of the project. The disappointment was the US court decision. I thought they would support the side of information freedom and science, but instead they favoured big money. Happily, Sci-Hub can work well simply by ignoring the decision of any court so far. I never paid that $15 million US dollars fine to Elsevier, as a US court required. After the US (court case), they sued Sci-Hub in many countries, and most of the time I do not even know that Sci-

Hub has been sued, until the access to the Sci-Hub Website is blocked in some country, as it happened in France, Sweden and Russia.

Alexandra - In India though, I got a note from the court three days before the hearing. I shared this bad news in the Sci-Hub Twitter account, and it became a scandal. Many Indian researchers voiced their opinions against the Sci-Hub Website block that the academic publishers wanted. Some lawyers contacted me to help. Now I hope we have a chance to finally win against the unjust academic publishers' system and set science free!

Mikael – We also gather that Twitter has now suspended the account of Sci-Hub. Is (was) Twitter an important channel for you? What was their explanation for the suspension? What do you think about this affair?

Alexandra – The Sci-Hub Twitter account was quite popular, a 140-character tweet could easily reach an audience of half a million people! At the moment of the ban, the Sci-Hub Twitter account got 185K subscribers, thousands of fans, re-tweets and commentaries, so any person could easily see that Sci-Hub is more popular that any academic publisher and any other Open Science project.

Alexandra – And that could be the reason to ban the account. The official explanation from Twitter was very short, without any details, about some counterfeit goods policy, I doubt that is the real reason. The Sci-Hub account existed on Twitter for 9 years without any problem and was suddenly banned without any notice. Perhaps publishers complained about the account after the India Sci-Hub scandal?

Alexandra – There can be another reason. It was done about the same time the Donald Trump account was suspended amid protests in the US, and Twitter accounts of many other people were blocked too. Sci-Hub could have been suspended for political reasons, because it is a Russian project with a big Lenin poster pinned.

You can see an archived copy of the Sci-Hub Twitter account here: https://archive.md/BOORI and http://Web.archive.org/Web/20201227010642/https://Twitter.com/Sci_Hub

Dr Paul Catherall

Background to Government Guidelines and requirements for safety in the Covid-19 Pandemic

The Libraries Connected 'Library Service Recovery Toolkit' (Libraries Connected, 2021) is the output of consultation between this Library organisation (formerly the Society of Chief Librarians, SCL) and UK government agencies such as Public Health England (PHE) and the Health and Safety Executive (HSE). The recovery toolkit is cited in the UK Government document for management of safety in Libraries during the Covid-19 crisis - 'Libraries as a statutory service' (UK Government, 2020) and in context to Higher Education Libraries in 'Higher education: operational guidance' (UK Government, 2021).

The recovery toolkit sets out the context for control measures in responding to the Covid-19 pandemic, including requirements for closure of Libraries to the public in the UK's Tier 4 (and presumably beyond this tier), this is summarised as follows:

> "In Tiers 1, 2 and 3, libraries can be open and deliver a range of services including: Home Library Service (doorstep delivery, no-contact service); School Library Service (doorstep delivery, no-contact service); Order & Collect services; Access to PCs; Study areas and reading rooms; Digital and remote services including eLending, online events and activities and keep in touch calls; Digital access to public services, including the UKVI visa application service…" (Libraries Connected, 2021, p.3-4)

The 'Library Service Recovery Toolkit' endorsed by the UK Government and issued following consultation with UK Government agencies likely carries significant legal weight in the UK - similar to a *Code of Practice/ Approved Code of Practice/ACOP* (Thompson Reuters Practical Law, 2020), this document should

therefore arguably be considered an extension of UK Covid-19 regulations such as the Coronavirus Act 2020 and The Health Protection - Coronavirus, Restrictions 2020 (Legislation.gov.uk, 2021). The 'Libraries as a statutory service' guidance supports a formal legal interpretation of the recovery toolkit:

> "The Department for Digital, Culture, Media and Sport will currently interpret compliance with this duty in light of the applicable legislation and the government guidelines published on 15 May… The Libraries Connected Service Recovery Toolkit, originally published on 29 June and updated regularly after that, provides a set of resources to support Heads of Service and their teams in planning for service recovery as COVID-19 restrictions are lifted."   (UK Government, 2020)

The recovery toolkit provides significant detail for management of safety and control measures in the context of the Covid-19 pandemic, such as levels of service opening/building access for users or visitors, including the closure of site access to all members of the public/users at UK Tiers 4 or beyond: "…in Tier 4 libraries must close, other than to provide limited specific services… …This means that libraries must not allow people access into their buildings for browsing books and resources for loan, or for study area or reading room use." (Libraries Connected, 2021, p.3-4).

Role of Risk Assessments in the Library Service Recovery Toolkit

The Libraries Connected guidance further specifies the requirement for "full risk assessments", based around consultation with "unions and workers":

> "Any service that a library service delivers must be: Subject to full risk assessments, as set out in this guidance. Libraries must involve unions and workers in their risk assessments and recovery plans; Managed in COVID secure ways, in line with the relevant sections in this guidance."

> (Libraries Connected, 2021, p.5)

The above reference to Risk Assessment reflects both statutory requirements for implementation of Occupational Risk Assessments, focused on workplace

activities (Legislation.gov.uk, 1999) and recent UK Government requirements for Higher Education during the Covid-19 pandemic:

> "As an employer, you have a legal responsibility to protect workers and others from risk to their health and safety, including from the risks of COVID-19. You should complete a suitable and sufficient assessment of the risks of COVID-19 in the workplace and identify control measures to manage that risk. Employers have a duty to consult their employees on health and safety matters."

> (UK Government, 2021)

Overview of Risk Assessment in the context of Covid-19

Perhaps the most significant process required for management of safety during the Covid-19 pandemic has been the implementation of Risk Assessment, auditing workplace activities, identifying hazards arising in the course of those activities and for the definition of control measures to mitigate or prevent risk of illness or disease.

The basis of Risk Assessment as a process for controlling the risk of workplace hazards, both for workers and non-employed persons (such as members of the public, students or visitors) is outlined in UK regulations entitled 'Management of Health and Safety at Work Regulations', requiring that "…every employer shall make a suitable and sufficient assessment of— (a) the risks to the health and safety of his employees to which they are exposed whilst they are at work; and (b) the risks to the health and safety of persons not in his employment arising out of or in connection with the conduct by him of his undertaking…" (Legislation.gov.uk, 1999, S. 3.1).

Risk Assessment is therefore an important process to ensure identification of hazards and control measures in the Covid-19 context. The Health and Safety Executive (HSE) provides guidelines, forms and other online tools to assist in Risk Assessment of workplaces (HSE, 2021).

Auditing for Occupational Risk Assessment

One of the most fundamental processes to ensure safe systems of work for Libraries or other organisations is to ensure all occupational tasks have been initially audited before embarking on a detailed assessment of individual activities. This process allows for assessment of all tasks evident within the organisation or organisational departments, providing an opportunity for initial staff consultation, identification of individual roles or activities and thereby to consider protocols for management of risk.

Flexible Risk Assessments/ Adjustments for changes in service

In a context of changing levels of building access or service operation during the pandemic (influenced by national guidelines, levels or tiers for social and employment restrictions or other factors) there is perhaps an imperative for auditing on-site activities, rather than regular workplace activities based on pre-pandemic models, however there is also a requirement to ensure a flexible approach for auditing a range of occupational activities to ensure a state of preparedness for potential activities which may resume, intensify or reduce over time. There is also a requirement to consider the Risk Assessment of home-working for staff working from private residences.

In addition to infection control measures raised by the Covid-19 pandemic, there is a longitudinal requirement to also consider standard risk management of roles and activities and to ensure coverage for occupational roles remain in place; furthermore, typical occupational Risk Assessments should be adjusted or integrated for safety management protocols arising from the covid-19 pandemic. To this extent, it is important to plan a Risk Assessment approach for scalability - i.e. for applicability to tasks likely to resume on resumption of services and for applicability for Working from Home arrangements (also see home-working section below, also see a directory of links shown later in this paper 'Links to organisations offering Support for workers and home-working advice').

Applying an iterative Risk Assessment Approach

Risk Assessment should also consider activities from a tiered or iterative perspective, i.e. to consider generic activities undertaken by a range of staff or

teams, but also to consider specialist tasks or activities within individual teams; it is also necessary to ensure detailed Risk Assessment for higher level risk activities. The initial audit of activities – undertaken in consultation with all relevant staff - should allow for initial consideration of risk level per activity, for initial proposals of control measures, for identification of key stakeholders/coordinating staff and for identification of higher level risk activities (requiring further detailed assessment). An iterative, consultative approach will therefore ensure identification of higher-level risk activities to ensure detailed Risk Assessment. The use of appropriate HSE or other appropriate Risk Assessment templates or tools should be used throughout the process (Health and Safety Executive/ HSE, 2021).

Management of Safety Protocols

It is advisable for Risk Assessment to be compiled in a comprehensive format, incorporating clear systems of work (such as step-by-step protocols) which can also be referred to practically as a working document, offering a format which is adaptable/adjustable depending on changing levels of service operation and providing a checklist for staff reference and wider institutional reporting. Whilst there will also be a requirement to ensure good cooperation between diverse departments or teams within the same organisation, there is also a necessity to ensure coordination with external agencies and external partners, such as employees of any Local Authority or commercial agencies working within or close proximity to the organisation.

Staff/ Stakeholder Consultation

It is essential to ensure consultation for development of occupational Risk Assessments with departmental teams and key stakeholders at all stages of auditing, for completion of Risk Assessment forms and templates, for review and adjustment. Risk Assessments related to specific occupational activities may also benefit from being coordinated by a Safety Coordinator or other 'competent person' (see next section) having expertise or a working knowledge of relevant team(s) or department(s). Consultation could occur via online conferencing or departmental meetings (where an activity is generic or cross-departmental).

Risk assessment should include direct on-site assessment of physical spaces where necessary.

Role of Competent Persons

A further important factor is to ensure development or coordination of Risk Assessments by HSE-defined 'competent persons' (HSE, 2021b), ensuring staff managing or leading on safety issues have sufficient training or skills or to carry out the role.

PPE (Personal Protective Equipment)

It is necessary to provide PPE for any workers (and potentially to consider arrangements for visitors, service users or other stakeholders on-site), including suitable facial, handwear and personal anti-viral sanitary products (e.g. for entry, exit and regular application). These resources should be stored and distributed securely in accordance with COSHH (Control of Substances Hazardous to Health) regulations (also see following sections on COSHH issues) - avoiding potential contamination or theft and ensuring proper storage and application by staff or non-employed users. Also see the HSE guide 'Risk at Work - Personal protective equipment (PPE)' (HSE, 2021c).

Social Distancing, worker 'bubbles' and 'Test and Trace'

Health regulators and government organisations have advocated measures to ensure social distancing within workplaces and for separation of staff within team-based groups (sometimes described as 'bubbles') including the UK Government (Gov.uk, 2020), international health agencies such as WHO (World Health Organisation, 2020b) and other national agencies such as the US-based CDC (CDC, 2021).

National agencies have also provided integration of Covid-19 workplace measures within regional, city or national 'Test and Trace' systems for identification or notification of individuals coming into contact with Covid-19 (Gov.uk, 2020c). These processes can however rely on a goodwill amongst staff and may be difficult to enforce, monitor or otherwise implement in workplaces. Workplaces may be implementing Covid-19 testing procedures integrated with

local or regional testing centres (with registration available to businesses and organisations in the UK for integrated testing with workplaces), allowing for regular testing for admittance to workplaces.

Also see the HSE guide 'Social distancing to make your workplace COVID-secure' (HSE, 2021d), also 'Making your workplace COVID-secure during the coronavirus pandemic' (HSE, 2021g) and 'Regulating occupational health and safety during coronavirus (COVID-19)' (HSE, 2021h).

Waste Management and Control of Substances Hazardous to Health (COSHH)

Libraries and other workplaces admitting users during the pandemic (e.g. under lower national tiers allowing building entry or access to enquiry services) will need to ensure coverage of Risk Assessment, PPE provision and waste management protocols for disposing of user waste safety and effectively; this is particularly relevant for public, academic or civic libraries where waste can be discarded by users or visitors. Also see the HSE guide 'Control of Substances Hazardous to Health (COSHH)' (HSE, 2021e).

Ventilation

Natural ventilation has been frequently cited as preferable to mechanical ventilation to mitigate the potential for transmission of Covid-19 (World Health Organisation, 2020). Consideration should be made to avoid grouping staff, service users or other stakeholders within the same room or enclosed building area, also to ensure use of rooms with natural ventilation/ access to external windows. Use of enclosed, isolated or remote building spaces, often reliant on mechanical ventilation should be avoided given the potential for greater transmission in these environments. Also see the HSE guide 'Ventilation and air conditioning during the coronavirus (COVID-19) pandemic' (HSE, 2021f), also 'Making your workplace COVID-secure during the coronavirus pandemic' (HSE, 2021g).

Manging footfall, buildings occupancy and check-in to buildings

The opening of Library buildings in accordance with permitted Government guidelines as outlined in the 'Library Service Recovery Toolkit' requires the management of user entry where necessary; this may involve reducing building occupancy via quotas, issuing a ticket-based or booking system for entry or similar processes for access to enquiry services, study spaces or computer terminals. The management of footfall or occupancy quotas requires planning for Risk Assessment, management of check-in processes, managing queuing, management of service points and related protocols for staff. These issues should be clearly identified with suitable control measures and protocols to ensure safe systems of work. Other considerations will include processes to mitigate or remove the potential for transmission of infection when processing physical loans or returns, one key approach has involved a pick-up service rather than allowing individual shelf access – sometimes termed 'click and collect' (Gov.uk, 2021). Also see the HSE guide 'Social distancing to make your workplace COVID-secure' (HSE, 2021d) and 'Making your workplace COVID-secure during the coronavirus pandemic' (HSE, 2021g).

Staff and user/visitor welfare and support

The Covid-19 pandemic has promoted requirements to consider the welfare and mental health of staff, visitors and other stakeholders within organisations. Workplace measures to assist in supporting staff welfare can include flexible working regimes, use of government 'furlough' (government subsidies) to provide Part-Time or extended absence for staff with caring or childcare responsibilities or similar practices such as flexible hours of work.

Transport and transit for workplace staff and service users is a further consideration for Risk Assessment and planning, since staff or users attending buildings will often require guidance, support, flexible working or home-working options in response to additional risk associated with use of public transport and travel to organisational buildings. The UK Government has issued some guidance for travel and workplaces in the document 'Coronavirus (COVID-19): safer travel guidance for passengers' (Gov.uk, 2020b).

There is also a requirement to plan Risk Assessment for enforcement of compliance with control measures and potential anti-social behaviour – this may include a requirement to consider anti-social behaviour encountered by staff beyond the workplace, such as when using public transport to attend physical workplaces; guidance in planning for compliance issues is supplied by the government agency, CPNI in the document 'Managing security risks throughout COVID-19' (Centre for the Protection of National Infrastructure, 2020).

For staff having accessibility, motor, cognitive or other needs, the UK 'Access to Work' scheme (https://www.gov.uk/access-to-work) provides financial support for adjustments in the home or support in accessing the work environment, this support can also include support for technologies and accessibility.

Charities, government agencies and regional authorities within the UK also provide varying forms of support, including some financial support for children and home education purposes (see https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19 and https://www.local.gov.uk/our-support/coronavirus-information-councils/covid-19-service-information/covid-19-childrens).

Organisational Risk Assessments should also consider home-working with related consideration for health issues which may arise in this working context - including adjustable seating and Display Screen Equipment (DSE) to avoid motor, visual or related problems and to ensure adequate exercise and healthy working practices – these considerations reflect requirements of the UK Working Time Directive regulations (Legislation.gov.uk, 1998).

Risk Assessment for those staff or users who may have specific vulnerabilities will also be required, this may involve measures to ensure flexible or home working and additional support for remote access to services for users and other stakeholders. The HSE guide 'Making your workplace COVID-secure during the coronavirus pandemic' provides advice for management of safety for users with severe vulnerabilities and those with moderate vulnerabilities (HSE, 2021g) also see 'People at higher risk from coronavirus' (NHS, 2021).

There will also be a requirement to consider Risk Assessment and additional support for remote and overseas users, these users' needs may be particularly

evident in the Higher Education sector where students may be working overseas during the pandemic; for further discussion on this topic and related issues such as challenges for sourcing texts in digital format and responding to connectivity challenges for network access see the report entitled 'Potential Access Issues for Remotely-Based Students - Challenges for Connectivity and Online Resources in context to Covid-19' (ISC 39, 2020/21).

It is important to consider the mental health of staff and other service users or stakeholders - potentially requiring use of Stress Risk Assessment for staff to address, mitigate and improve working conditions. There is a requirement to consider the potential impact arising from Covid-19 societal and employment restrictions – such as reduced contact with colleagues, reliance on digital technologies and personal demands such as childcare, home-schooling, caring commitments or the personal impact of Covid-19 related illness.

Whilst workplaces may be able to provide internal support or advice, national and local official agencies or charities such as MIND can also offer support. For guidance and resources provided by governmental, regional authorities and charities - see the directory of links below, 'Links to organisations offering Support for workers and home-working advice'.

Conclusion

In conclusion, it can be seen that there is an onus to ensure a holistic, planned, iterative Risk Assessment based approach for the management of safety in the Covid-19 context for Libraries and other workplaces. The role of consultation with workers and other stakeholders for Risk Assessment and to define safe systems of work/safety protocols is also essential to ensure the relevance to occupational activities, user behaviours, regulatory compliance and working practices.

Links to organisations offering Support for workers and home-working advice

Access to Work (for disabled workers) - provides advice and financial support for modifications for working environment, including the home
https://www.gov.uk/access-to-work

Funding for childcare and related support -
https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19

Bursaries for children provided by Local authorities -
https://www.local.gov.uk/our-support/coronavirus-information-councils/covid-19-service-information/covid-19-childrens

MIND, Mental health foundation and NHS advice -
https://www.nhs.uk/oneyou/every-mind-matters/coping-loneliness-during-coronavirus-outbreak/

MIND, Coping with mental health problems during coronavirus -
https://www.mind.org.uk/information-support/coronavirus/coping-with-mental-health-problems-during-coronavirus

NHS advice on working from home (hazards which may arise from home-working include health issues related to lack of exercise, vascular illness, depression and anxiety) - https://www.nhs.uk/oneyou/every-mind-matters/7-simple-tips-to-tackle-working-from-home/

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Potential Access Issues for Remotely-Based Students - Challenges for Connectivity and Online Resources in context to Covid-19

Dr Paul Catherall

This report is drawn from a University of Liverpool Learning and Teaching Conference presentation 'Providing Library support and teaching for online international students in the context of Internet Control, censorship and surveillance' (04/07/19), a Northern Collaboration presentation (06/09/19) and an article: 'Internet Control in World Regions for Information and Education', Information for Social Change, No. 38, June 2019.

The following report is focused on service user needs in the Higher Education sector, however the principles outlined below may be relevant for other information sectors, businesses or organisations providing end-user services for remote/overseas-based clients during the Covid-19 pandemic.

Challenges for students remaining overseas during the pandemic

Remotely-based Library service users - principally comprising students, but also other types of user, such as post-graduate researchers, PhD students and staff members - will typically rely on personal computer equipment and network infrastructure.

Newly enrolled students will need to negotiate 'readiness' issues remotely such as activating their network login, requiring support via email, phone or online chat services. Overseas students may be impacted by time zone differences, with greater reliance on 24/7 services - requiring excellent coordination between external 24/7 provider(s) and campus teams.

Post-Graduate Researchers may face challenges for self-directed research - i.e. sourcing books, journal articles or other materials encountered in their literature

review. Some texts may be unavailable online – requiring additional support or assistance, such as use of document supply services (additional document supply costs may also arise for users remaining overseas).

Remote students (particularly those on undergraduate, short courses or Masters-level programmes) will also require 'directed' readings (texts on reading lists). Prior to the pandemic, many texts would normally be accessible to students in print, i.e. via physical Library stock, however not all texts will be readily licensed for remote/ digital access. Some seminal print texts may not be made available by publishers under a campus license for digital access. Periodical content can also be subject to embargo, e.g. preventing access to an online journal within the last six months.

Remote students can require higher levels of ICT support for use of Library or other institutional systems such as authentication systems or DRM (Digital Rights Managed) E-Books (restricted E-Books can be more complex to use or present usability difficulties). Students may also experience difficulties using personal computer equipment or devices when accessing institutional systems or Library collections/databases.

'Latency' (i.e. the distance between global network locations) can be an issue for institutional systems or Library databases - especially for isolated/remote regions, e.g. due to oceanic/ under-sea data transmission or distance to major global network infrastructure.

ISP (Internet Service Provider) services or other network infrastructure can also present configuration difficulties, e.g. causing issues due to workplace-configured devices such as 'thin client' configurations, which typically route network traffic via a workplace server or third party servers. Other issues can arise due to an ISPs use of reserved 'ports' if these are used for University systems, potentially causing difficulties for popular authentication systems such as 'Shibboleth'.

Postage of media/print texts in some world regions can also be problematic, due to cost or proximity to major shipping routes – with significant problems for postage due to the suspension of shipping and air freight during the pandemic.

As a consequence of reduced contact and lack of access to campuses, remote students will also be more reliant on self-led training and support, such as video, tutorials or recorded webinars; there may be additional requirements for those students using complex databases or research methods (e.g. for market data, legal materials, systematic review methods etc.)

It is also important to recognise that the above issues can be relevant regardless of residency/individual location in developed or developing world regions.

What is Internet Control?

'Internet Control' refers to measures imposed on Internet infrastructure for restriction/ blocking, filtering (selective access) or surveillance. This can occur at a national, organisational or Internet provider (ISP) level (or may impact nearby regions/countries). Internet Control is often not well attested by governments or telecommunications organisations and is poorly researched in industry or scholarly literature. Typical Internet technologies (such as SSL for secure network traffic) can be obstructed - disabling or otherwise impacting access to learning or Library systems. Wide-scale Internet Control can have a serious impact on the integrity, speed or security of network traffic, often due to channelling of traffic via a central point for surveillance and filtering purposes.

Developments Impacting the Open Internet

The Chinese government blocks a range of Internet hosts via its 'Golden Shield' (or Great Firewall) - focused on news sources, Social Media providers and Search Engines, including major services such as Google and YouTube. A government license is available for individual application (for wider access using VPN) but is reportedly rarely issued. Academic institutions can also obtain wider access, however students currently studying at home locations in China (due to travel and other pandemic restrictions) are unlikely to be using facilities within a Chinese state university.

Other world regions subject to Internet Control include Thailand (mass blocking of Internet domains/Web sites), Middle East countries (significantly since the Arab Spring in 2011) and North/ NE African countries.

African countries such as Zimbabwe and Ethiopia have experienced notable Internet Control in recent years. Full closure of Internet services ('kill switch' events) can also occur – usually during politically sensitive periods, e.g. in African and Middle Eastern countries such as Zimbabwe and Syria. The recent military coup in Myanmar (winter 2020/21) has also seen 'kill switch' style events with mass closure of access to network services.

For further details on Internet Control within global regions, see the article 'Internet Control in World Regions for Information and Education' (Catherall, 2019).

Key Concepts/ Behaviours

A key problem for Internet Control is the impact on authenticated systems - relied on by commercial Library databases and core systems such as Shibboleth or EZProxy. When experiencing Internet Control, users can face a white screen, a remote server error (e.g. 'transaction denied') or an official warning. Students may encounter issues accessing institutional/ learning systems or third party platforms (e.g. Microsoft, Google etc.). They may find an authentication process loops back to the starting point.

'Circumvention' refers to attempts by users to bypass Internet Control or surveillance. Some governments have begun to proscribe circumvention, threatening sanctions such as fines or imprisonment, this is evident in United Arab Emirates (UAE) since 2017 and can be a serious concern for students (Catherall, 2019).

In some cases, major Internet services may alter search results or system behaviour depending on the locale where the user is based; whilst poorly documented, this is a known issue for Search Engines. Western technology companies such as 'Websense' are commissioned by governments such as UAE to implement Internet Control and surveillance.

Impacted regions (based on feedback and student discussion)

- African countries – N/NE (Ethiopia, Somalia, Egypt, Algeria, Tunisia, Sudan, Zimbabwe).

- Middle East - mainly Oman, Saudi Arabia, UAE, Bahrain.
- S/SE Asia – mainly Pakistan, mainland China, Malaysia, Thailand, Burma.
- Regions adjoining affected areas - Jordan, Lebanon, Hong Kong.
- Other possible regions/ countries - Kenya, South Africa, Nigeria, Russian Federation.
- Possible 'latency' impacted regions – e.g. Caribbean countries.

Example Student Feedback

1. Quatar: *"it takes me to a loop once I click to search, the system takes me back to the log-in page!"*
2. UAE: *"The main page open without any difficulties, but nothing happens when I try to search for a resource. My Chrome browser keeps on loading and nothing happens…"*
3. China: *"…I applied to access VPN during my Christmas holiday but has been rejected… …I understand that most overseas students could use every tool like Google to search as well as chat apps like WhatsApp to communicate with each other, but the government of my homeland has already blocked all these paths…"*

Circumvention/ Workarounds

Students often seek innovative means to access the wider Internet and to access institutional platforms. Workarounds often involve purchasing a 'VPN' (Virtual Private Network) account with an Internet provider - hoping to 'tunnel' their connection to bypass Internet Control. These approaches can be proscribed by sanctions such as fines in some world regions.

Some students (see example 3. above) may try to apply for an official license to access the wider Internet via VPN, anecdotally this isn't reported as a viable option by students.

VPN or 'proxies' are available via some Web browsers (such as Epic, Opera or Yandex), these are sometimes known as 'privacy browsers'; however, discussion of any circumvention with the student requires care and it is advisable to suggest the student consult local regulations before using circumvention methods. Care should also be taken when using privacy browsers or other

external tools to avoid transmitting personal or financial data when routed via third party servers.

Other options include use of 'data compression' (packing, then unpacking requested content, thus bypassing the filter – provided in some versions of the 'Opera' Web browser), use of the 'Citrix' commercial application or the Windows 'Remote Desktop' application/service (for remote access to an organisational or laboratory PC) – involving running a Web browser on the remote service/desktop.

It can be time consuming when supporting connectivity problems for remote/overseas students or other service users, often requiring a 'trial and error' approach. Whilst remote 'testing' may be possible (simulating the user's experience), connectivity issues can be difficult to investigate. User experience can also vary considerably within geographic regions.

A major project by JISC (Joint Information Systems Committee) is now offering VPN style infrastructure and support in cooperation with China based educational networks such as CERNET. This is a commercial option for Higher Educational institutions - providing access (via firewall configured platforms) for Web-based services such as Virtual Learning Environments (VLEs), Library databases and other online services. The JISC project also incudes a 'Global' option for world-wide access needs, see: https://www.jisc.ac.uk/rd/projects/supporting-enhanced-access-to-online-education-in-china

Conclusion

Some of the issues described in this paper clearly present challenges in the Covid-19 remote study context, with many 'International' students remaining in their home country whilst studying.

Internet Control is a growing trend since the 2010s, significantly impacting Middle East regions, North/NE Africa and China. This issue is a potential barrier for authenticated (educational) systems and can present a source of concern for students with ensuing support needs/ overheads. Students' anxieties (often related to circumvention) also need to be factored when responding to these

issues and there is a requirement for sensitive communications (and reference to consult local regulations).

There is a strong requirement for shared institutional understanding, risk management (and planning) and debate on these issues within educational institutions, via wider sector debate and via cooperation between Librarians, educators and IT support teams.

The characteristics and impact of Internet Control for Higher Education remains a poorly understood phenomenon, however with coordinated support and access to guidance, this issue can be shown to be manageable, assisted by an evident awareness of Internet Control by students themselves.

Catherall, P. (2019) 'Internet Control in World Regions for Information and Education', Information for Social Change, (38). Available at: https://informationforsocialchange.wordpress.com/table-of-contents/

Providing Library liaison and expertise to support an Online Psychology seminar using Microsoft Teams

Dr Paul Catherall and Dr Maria Limniou

The following report is based on a presentation at the Northern Collaboration Conference Hosted by Durham University entitled: 'Virtual Conference: Access, Success, Progress' held on Wednesday 18th November 2020, delivered by Dr Paul Catherall and Dr Maria Limniou.

Abstract

In winter 2019/20 the University of Liverpool (UoL) School of Psychology delivered a series of online seminars within a *Cyberpsychology* module to explore "...psychological and societal impact of computers, digital technology and virtual environments." The module duration was 12 weeks with online seminars delivered via Microsoft Teams and the Blackboard Virtual Learning Environment (VLE), ensuring inclusive access for remote participants. WordPress was used to facilitate digital literacy skills. Seminar coverage included issues of identity and role of individuals in virtual communities, problematic uses of the Internet and cybersecurity. The online seminars represented an innovative, early use of Microsoft Teams at University of Liverpool, providing a development opportunity for academic staff and the Library, also providing a useful precursor to remote working/ social distancing during the Covid-19 pandemic. An online *cybersecurity* seminar was provided by a UoL Library practitioner within the module, involving close liaison with the school for planning, seminar design and module delivery. The cybersecurity seminar demonstrated the value of Library liaison with an academic School for curriculum planning and programme delivery, also demonstrating Library/ Information expertise for coverage of regulatory compliance issues, data protection and copyright, International Standards, cybersecurity and relevance to students' use of technology.

Basis of the module in University of Liverpool Strategy/ Curriculum 2021

During winter 2019-20 the School of Psychology at University of Liverpool delivered a 'cyberpsychology' module (within the third year of a programme of study), comprising class-based and online seminars for students.

The module engaged with a blended-learning approach for access to digital recordings and supplemental materials via the Blackboard VLE. The module's pedagogic approach was grounded in the University of Liverpool's Education Strategy 2016-21 (Curriculum 2021) "…to be a connected, global University at the forefront of knowledge leadership…".

This strategy was also based around 'Liverpool Hallmarks' of "…research-connected teaching, active learning and authentic assessment…" and 'Graduate attributes' of "…confidence, digital fluency and global citizenship…" (University of Liverpool, 2020).

The cyberpsychology module also aspired to achieve pedagogic objectives such as: 'Active learning' including instructional design approaches which engage/challenge students in the learning process through activities, in contrast with transmission based models; also ensuring 'Authentic assessment' - reflecting tasks which demonstrate meaningful and integrated applications which students would expect to undertake as a citizen or graduate-level professional, such as delivering a performance, report or video. The module also ensured engagement of students as 'Global citizens' - to ensure students become part of a community "…from the local to the global…", developing inter-cultural skills and embedding local and global perspectives for inclusion and diversity (University of Liverpool, 2020).

Background to the Module and key Features

The cyberpsychology module was delivered as part of a 3rd year psychology undergraduate programme, the full module title was 'Cyberpsychology: Human Computer Interaction'. The module specification outlined a premise that: "…technology has become integral part of our everyday lives. The topics are related to social psychology, cybercognition, mental health and the problematic

use of the Internet, education and cybercrimes." (University of Liverpool School of Psychology, 2020).

In accordance with 'authentic' based pedagogic design, use of the WordPress system was integrated with seminars and coursework, ensuring that "…students develop their own digital literacy skills through the blog preparation." (University of Liverpool School of Psychology, 2020).

Other key features of the module included:

- Use of lectures and online seminars, delivered via Microsoft Teams.
- Students engaged in peer discussions via the Blackboard learning platform, with student peer-review/discussion of posts.
- Students authored WordPress blog posts (30% of assessment).
- Students were encouraged to use audio/visual resources such as graphs, tables, images etc.
- Students engaged in a research-focused assignment (of 1,000 words) with audio-visual content, focused on practical employability skills.
- The module included a final exam where students selected 2 out of 6 questions (70% of assessment).
- Journal clubs were held throughout the year, e.g. dealing with module topics within the cyberpsychology context such as 'Problematic Internet Use' and 'Social Media'.

Learning Outcomes

The module specification included the following learning outcomes:

(L6-1) Critically apply knowledge from core domains of psychology (e.g. human cognition and social psychology) to understand the psychology of human-computer interaction.

(L6-2) Critically evaluate the impact of digital technology on humans' behaviour in both individual and social contexts.

(L6-3) Communicate opinions and ideas effectively by using different digital media (e.g., blog and audio-visual presentation).

(L6-4) Demonstrate an ability to edit digital blog including writing, images and audio-visuals

(S1) Communication skills.

(S2) Digital literacy skills.

(S3) Critical thinking skills.

(S4) Problem solving skills.

(University of Liverpool School of Psychology, 2020).

Student interaction and feedback

On-line chat was available for feedback during Microsoft Teams-based online seminars, with periodic breaks for student questions to check understanding. Students were also able to post questions during online seminars for immediate response by a secondary lecturer present during the seminar (this approach also provided technical support for students encountering technical problems).

The module also received excellent scoring/ feedback following review by external examiners, including positive comments on the modules' links to employability (scores reflect a baseline of 5):

Module evaluation questions related to seminars and/or library	*Mean*	*SD*
The online seminars fit well with the core lectures.	*4.33*	*1.1*
The library resources were sufficient for my needs	*4.33*	*.65*

I was able to access IT resources when I needed to	*4.67*	*.49*
I have enhanced my employability skills through the online seminar practices.	*4.25*	*1.1*

(Figure 1 – except from moderation of PSYC327: Cyberpsychology: Human Computer Interaction)

Liverpool Centre for Innovation in Education (CIE) case study

Following delivery of the module in Spring 2020, the University of Liverpool's Centre for Innovation in Education (CIE) team interviewed the module lecturers to produce a recorded case study, this is available to view at: https://www.youtube.com/watch?v=yUjfuO-Vjro (University of Liverpool Centre for Innovation in Education, 2020).

(Figure 2 - Liverpool Centre for Innovation in Education case study)

Discussion within the CIE case study can be summarised as follows:

- The module aspired for a blended and digital/online approach- extending established class-based methods.

- The cybersecurity module was delivered in Winter 2019/20 during early stages of the Covid-19 pandemic, responding to challenges for remotely-based programme delivery and demonstrating innovative pedagogic approaches for online platforms to ensure hybrid and active learning.
- The module ensured direct embedding of employability skills via technology/digital capabilities.
- The module provided live seminars using Microsoft Teams for asynchronous file sharing, screen sharing and chat tools for live debate.
- Moderation of the chat facility was deemed important, including establishing protocols with students (e.g. raising a hand/ digital flag to ask a question).
- There was a need for familiarisation and preparation for use of systems (such as configuration of Microsoft Teams), use of trial sessions (to test online tools) and a requirement to provide preparatory advice for students for managing anxieties (of staff and students).
- The use of synchronous screen-sharing (e.g. to demonstrate or troubleshoot software such as SPSS) was also important, as was access to online seminar recordings for later student reference, or for student access where attendance had not been possible.
- Preparation with students was also important, e.g. exploring use of the chat/ Microsoft Teams interface and addressing accessibility or connectivity issues before the session where possible.
- The use of peer lecturers (additional lecturers present during the online seminars) was also useful to assist staff delivering seminars with learning technology issues, to provide student assistance in the chat facility, and to ensure wider staff perspectives for seminar planning and delivery.
- Positive student feedback was also confirmed following the seminars, including student feedback within the Teams platform and the VLE.
- Access issues were also outlined, e.g. where students required assistance using mobile devices (these observations were also considered useful for planning future sessions and managing expectations).

(University of Liverpool Centre for Innovation in Education, 2020)

Rationale for Cybersecurity seminar

An online seminar was provided within the cyberpsychology module on 'cybersecurity' during February 2020, designed and delivered by the E-Learning Librarian, Paul Catherall. Key concepts for the seminar included cyber-threats and counter-measures in context to Information and Communications Technology, personal uses of technologies and the context for industry, consumers and education (Wells, Camelio, Williams and White, 2014).

No coursework grading or exam marking was required specific to this seminar; however, some assessment input was provided.

The online seminar allowed for citing practical industry scenarios or documented events in context to students' use of technologies, such as WordPress. The seminar also allowed for reference to wider module themes such as anxieties surrounding use of technologies, issues for management of personal data or identity, industry compliance and regulatory issues.

Planning and school liaison

A range of considerations and planning needs characterised the cybersecurity online seminar, involving liaison with the school and relevant staff, these included:

- Depositing learning materials within the Blackboard Virtual Learning Environment (VLE), for student access to resources prior to and following the seminar.
- Input into module reading lists for cybersecurity coverage (using the University 'Reading Lists @Liverpool' *TALIS* based-system for readings).
- Engagement with new/ emerging UoL systems to potentially support the module (e.g. Microsoft Teams).
- Requirement for a preparatory session and academic discussions, i.e. a 'trial run'.
- Input into supplementary questions for assessed phases.
- Ensuring good communications and preparatory information was issued to the (54) students attending the cybersecurity seminar.

- Review of *Kortext* e-textbook titles for per-user licencing (for wider module coverage).

Technology: Blackboard (VITAL)

The Blackboard Virtual Learning Environment (VLE) was used to deposit and disseminate module/ seminar course materials. The below screenshot illustrates a folder view and structure for managing learning resources, categorised by seminar types/sessions and for inclusion of additional supporting resources such as the 'Course outline':
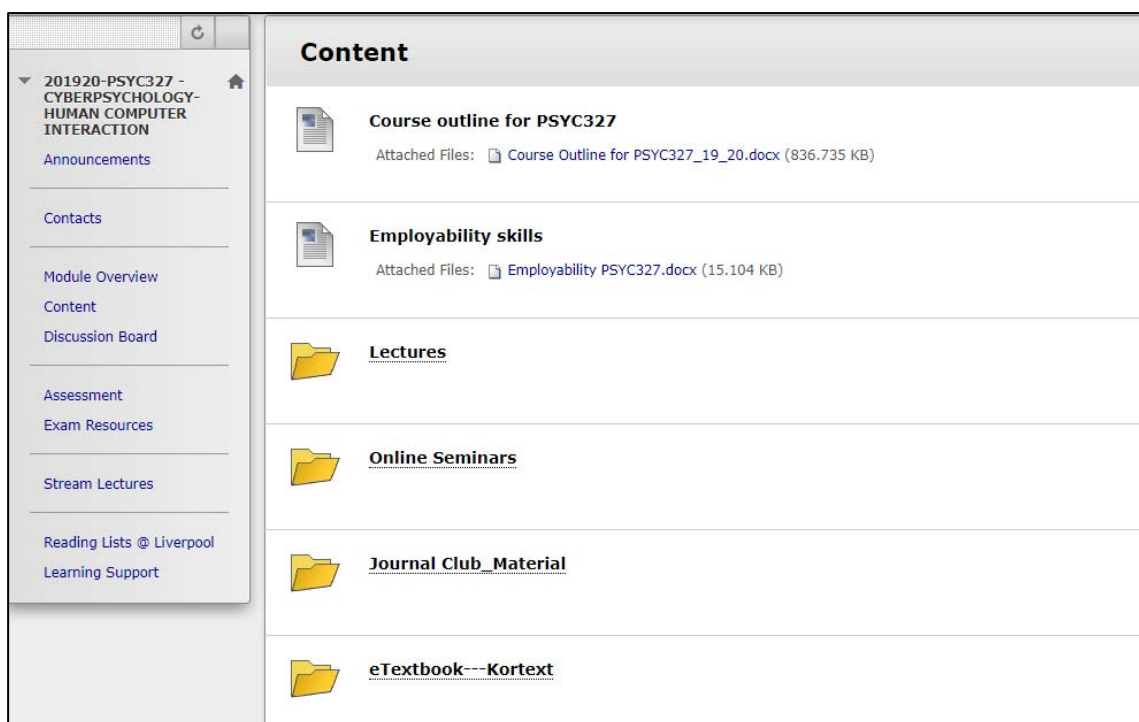
(Figure 3 – Blackboard VLE Cyberpsychology module)

Technology: Reading Lists @ Liverpool

The module and seminar readings were largely managed and disseminated using the University reading list platform, 'Reading Lists @ Liverpool' (based on the TALIS reading list platform). Library databases and Web browser plugins were used to embed readings within lists, to ensure automatic Full Text linking and for other automated functions such as updated meta-data from Library systems:

PSYC327: Cyberpsychology: human computer interaction

View Classic | Edit ▾ | View ▾ | + My Lists

PRIVATE 2020/21 By Maria Limniou ⏱ Created 5 months ago | Updated a month ago 🔗 Linked to PSYC327 👤 50 students
Maria Limniou

Table of Contents ▾ | Type: All ▾ | Filter: All ▾ | Citation Style: None ▾ | Search | 🔍

An introduction to cyberpsychology
Book - by Taylor & Francis - 2016 - Key ▾ | VIEW ONLINE | ↕ | ⋮

Cyberpsychology
Book - by Alison Attrill - 2015 - Key ▾ | VIEW ONLINE | ↕ | ⋮
🎓 This is a copy of Chapter 11 : The psychology of online addictive behaviour

CYBERCOGNITION: BRAIN, BEHAVIOUR AND THE DIGITAL WORLD.
Webpage - by LEE HADLINGTON - 2017 - Key ▾ | ↕ | ⋮

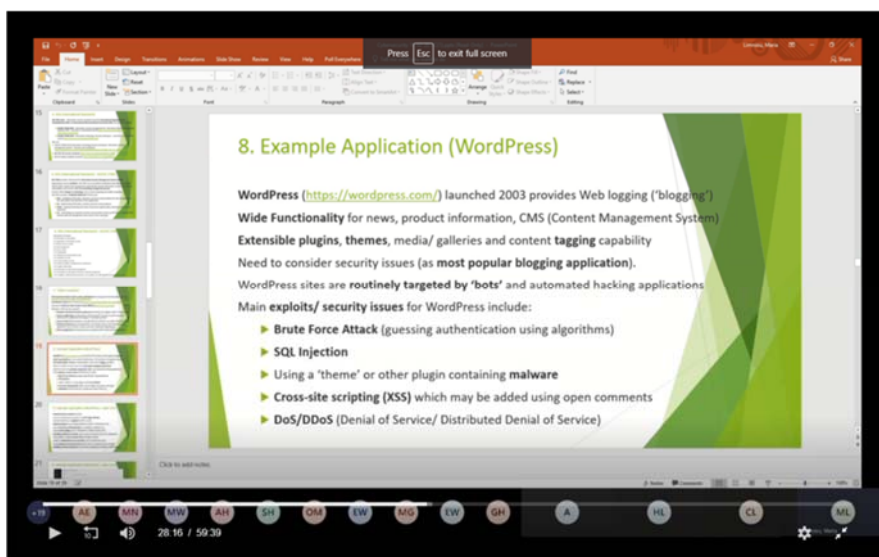Cyberpsychology: an introduction to human-computer interaction
Book - by Kent L. Norman - 2017 - Recommended ▾ | VIEW ONLINE | ↕ | ⋮

Cyberpsychology as everyday digital experience across the lifespan
Book - by Dave Harley; Julie Morgan; Hannah Frith - 2018; ©2018 - Recommended ▾ | VIEW ONLINE | ↕ | ⋮

(Figure 4 – Cyberpsychology module reading list on the 'Reading Lists @ Liverpool' platform)

Technology: Microsoft Teams

The Microsoft Teams platform was used to deliver the online cybersecurity seminar, providing an accessible interface for screen sharing and presentation/document display, also providing participant chat facilities and file sharing. Teams also provided integration with Intranet-style document publishing and wider University systems, allowing users to access Teams using their existing University network login:

Press Esc to exit full screen

8. Example Application (WordPress)

WordPress (https://wordpress.com/) launched 2003 provides Web logging ('blogging')
Wide Functionality for news, product information, CMS (Content Management System)
Extensible plugins, themes, media/ galleries and content tagging capability
Need to consider security issues (as most popular blogging application).
WordPress sites are routinely targeted by 'bots' and automated hacking applications
Main exploits/ security issues for WordPress include:
▶ Brute Force Attack (guessing authentication using algorithms)
▶ SQL Injection
▶ Using a 'theme' or other plugin containing malware
▶ Cross-site scripting (XSS) which may be added using open comments
▶ DoS/DDoS (Denial of Service/ Distributed Denial of Service)

28:16 / 59:39

(Figure 5 – the Microsoft Teams interface for the cybersecurity seminar)

Seminar subject coverage

The cybersecurity seminar provided coverage of digital security for personal and commercial systems, International Standards, standards bodies and regulations for network technologies, including data protection/GDPR (GDPR/EU, 2020; GDPR/UK, 2020) and Cyber Essentials (2020). Coverage included:

- Key Concepts for online security, systems and software.
- Cybersecurity threats.
- Cybersecurity technologies and counter-measures.
- Cybersecurity related companies/ organisations (such as IBM and Citrix).
- Information Security Management Systems (ISMS).
- ISOs (International Standards).
- 'Cyber Essentials' – a set of standards widely implemented in sectors such as Higher Education.
- Detailed examples using a sample application i.e. WordPress.
- Regulatory, copyright, Big Data, Data Protection/ GDPR and related compliance issues.

Seminar approach/ design

The online cybersecurity seminar focused on scenarios drawn from technologies or industry, e.g. illustrating the role of cyber-physical systems (Internet of Things), documented or well-known vulnerabilities to cyber-attacks, consideration of cybersecurity for integrity and usability of products, issues for safety and security of personnel and threats to Intellectual Property/IP (Wells, Camelio, Williams and White, 2014). Further design considerations included -

- Use of practical examples of cybersecurity events, e.g. 'Wannacry' (Telegraph, 2018) - a well-documented 'ransomware' attack (demanding money to unlock encrypted data), also scenarios to illustrate forms of hacking or underlying motivations such as 'scareware' (demanding money to assist in resolving a purported security breach).
- Illustration of technologies, such as firewalls, 'packet filters' (to analyse network traffic) and cryptography (to encrypt data).
- Illustration of cybersecurity technologies such as blockchain (to separate elements of a secure process), security analytics and systems testing.

- Providing an outline of the goals and background for major cybersecurity organisations and models (e.g. ISMS, ISOs).
- Example WordPress security issues, threats and counter-measures for configuration in the platform.
- Regulatory, copyright, 'Big Data' and GDPR implications for cybersecurity.

Conclusion/ Benefits of Library liaison

In conclusion, the cybersecurity online seminar provided benefits in the context of liaison between a Library practitioner (E-Learning Librarian) and an academic school within the Higher Education and Psychology school setting, ensuring opportunities for sharing knowledge, developing an online environment to facilitate student learning and for use of specialist Library, Information Science and informatics expertise. Further benefits included:

- An opportunity for the Library and academic staff to work closely together in implementing a taught programme, across many stages of planning and delivery.
- The Library was able to share support capabilities for access/connectivity and refer to prior experience using similar technologies, e.g. for emerging use of Microsoft Teams.
- This was an opportunity for innovative, early use of Microsoft Teams within this collaboration to facilitate Technology Enhanced Learning (TEL).
- The collaboration demonstrated the value of the Microsoft Teams platform for delivering programmes in context to the early period of the Covid-19 pandemic.
- The collaboration demonstrated the potential of Library engagement for major organisational strategy (Curriculum 2021), including aspects such as - 'authentic assessment' and developing students' confidence in digital competencies for employability.
- The liaison demonstrated the value of Information Science expertise within programmes, with coverage of specialist topics such as regulatory compliance, data protection/ copyright, International Standards, cybersecurity and relevance to personal use of technology.

- This liaison built on academic relationships with the School of Psychology (and student base), demonstrating Library input for academic delivery beyond Library/E-Resource support.

Biographies

Dr Paul Catherall has worked across IT, Library and teaching roles within Statutory, Further and Higher Education, currently facilitating a Library service for online students predominantly based overseas. Paul's publications include commentary on trends for E-Learning, UK educational policy, global issues for education, digital accessibility, Internet connectivity and censorship, access to information and information ethics. Paul is an editorial member of Information for Social Change. Paul's PhD explored student strategies for learning via a grounded research approach.

Dr Maria Limniou is a lecturer in Digital Education and Innovation at the University of Liverpool (UK) and Senior Fellow of the UK Advance Higher Education. Her research interests include the influence of technology on the teaching and learning process inside and/or outside class. In her most recent journal publications, she discusses the curriculum design process and the influence of technology on the teaching and learning process, especially under the perspectives of how people learn, how people can be facilitated to learn and how technology design assists students to learn.

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Hachette Book Group, Inc. v. Internet Archive

Mark Perkins

Why could a lawsuit against a now discontinued ebook service in the USA be a menace to not only all libraries in the USA and beyond but also to efforts to archive the web?

The lawsuit in question is 'Hachette Book Group, Inc. v. Internet Archive (1:20-cv-04160) District Court, S.D. New York' [1, 1a]

The lawsuit challenges the 'Open Library' provided by the Internet Archive, which has been available since 2006. The challenge is related to the now discontinued service, the 'National Emergency Library', which was put in place as a response to the Coronavirus/Covid-19 crisis.

The Internet archive is an NGO (Non-Governmental Organisation) which began archiving the Internet in 1996, using a webcrawler. The Internet archive has over 20 years of archives available through the 'Wayback Machine', plus much else. [2]

The Internet archive also provides their services to academic and other libraries via their 'Archive It' service, with 600 partner organizations. [3] Beyond this, they have participated in efforts to preserve US government data under threat of suppression by the 2017 US Government administration (especially climate & environmental data) [4] and created backups overseas of the Internet Archive outside of US legal jurisdiction for safety. [5]

The Internet Archive also provides an ebook lending service (1.4 million books available) this is part of the 'Open Library', (the other part being a catalog with one webpage for each book, comprising 20 million edition records). [6] The ebook lending service is based on 'Controlled digital lending' [7]; here, books owned by the library are digitized and loaned to one user at a time, for a limited period, using Digital Rights Management (DRM) software to control the lending.

Certain Canadian libraries (Hamilton Public Library and University of Alberta) are also using Controlled Digital Lending to make available their collections more widely available. [8]

During the coronavirus / Covid-19 crisis, the Open library responded to the closing of physical libraries by lifting the 'one user at a time' restriction on its 'Controlled digital lending' to create the 'National Emergency Library'. [9]

From information available, the Internet Archive's position for extended access appears to suggest that the pandemic situation rendered such lending legal under a balancing of factors within 'Fair Use' copyright doctrine.

It is important to note that the 'Hathi Trust' also provides a similar type of service to member academic libraries – the 'Emergency Temporary Access Service', except here it is one book owned equalling one loan and two copies of the book equalling two loans. [10]

This extended lending by Archive.org is what led to the lawsuit cited at the beginning of this article (Hachette Book Group, Inc. v. Internet Archive).

Four major publishers including Hachette, Penguin Random House, John Wiley & Sons, and Harper Collins claim that the lifting of the 'one user at a time' policy infringed their copyright, also that the act of scanning books owned by Open Library has infringed copyright (even if this is to enable Open Library making books available via 'Controlled digital lending').

This law-suit led the Open Library to close the 'National Emergency Library' two weeks early, passing this task onto the Hathi Trust 'Emergency Temporary Access Service'. [11]

The publishers' 'Prayer for Relief' (civil procedure complaint) seeks to destroy the Open Library's existing (in copyright) ebooks, and to potentially cripple the Internet Archive with enormous fines. [12]

The publishers state in their complaint that they have no problem with ordinary libraries with whom they have a 'partnership' they describe as "…a well-developed and longstanding library market, through which public libraries buy

print books and license ebooks (or agree to terms of sale for ebooks) from publishers." (paragraph 7 1a)

While we could argue that many libraries would not describe the 'partnership' in the same way, an essential and revealing factor is their phrase "license ebooks". This is the crux of the matter – i.e. the publishers are clearly using the pandemic to make it illegal to scan a book you own (para 110, 1a), let alone a library doing this and making the said copy available to borrow via 'Controlled Digital Lending' (section vii, 1a) This would turn libraries ebook 'collections' into a 'reading as service' model controlled by the publishers. [12]

The publishers correctly note the limitations on the digital copies available to borrow on the Open Library, either online via Open Library's Book Reader platform (paragraph 76, 1a) or offline as an 'Encrypted Adobe PDF' or an 'Encrypted Adobe ePub' which tend to contain many errors (paragraph 78, 1a), however they also argue that these arrangements are a menace to their market for their own high quality ebook availability (paragraph 113, 1a), which of course (few/not) all users of the Open Library would buy if it was closed down. It is also notable that the price to libraries of such ebooks in the publishers' 'partnership' is exorbitantly higher than to individuals.

The publishers also state that the assurance by the Internet Archive that the 'National Emergency Library' would abide by a 'notice and takedown' system turns copyright law on its head, stating "…copyright owners have the power to decide in advance how their exclusive rights will be exercised." (paragraph 116, 1a). If this is the case, then Internet Archive's Wayback Machine (and any other archiving of the Internet) could itself be under threat. [13]

The Open Library (and the 'National Emergency' Library) lend to the world, so this does not just affect the USA [14]. US Copyright legislation and policy (including judicial interpretations) have massive impact on other countries' legislation via international treaties, bilateral & multilateral trade agreements and commercial trade sanctions, therefore these developments could have global reverberations.

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The Crossed Words of Knowledge

Martyn Lowe

I was thinking the other day about all those items or technologies which have only come in to being since my grandparents died in the 1970s, such as:

- PCs
- DVDs
- Mobile Phones
- On-line banking
- Drones

All of which anyone born at the end of the 19th Century could not have imagined; then, some time later I was thinking of chain stores which have gone into administration of late or over the last 20 years, and which very few children born this or last year would be able to name. A few good examples being Woolworths, BHS, or the Home and Colonial stores.

Also consider those jobs which used to exist previously, such as bus conductors or chimney sweeps. Then there are older skills which my generation acquired years ago, such as knowing how to use a duplicator, and which are now only of interest to the historians of print.

Also consider which era of pop music individuals of particular generations are nostalgic about. Perhaps for a younger generation this would be television programmes. Then try out holding a pub quiz where there are questions about celebrities, 'pop music', television, or aspects of sporting activities - I'd be guaranteed to lose.

Crossed Words

Something I discovered a while back is that the crossword quiz in the newspaper is very difficult for me to complete, whilst the one in the Times is much easier for me to complete. Recently, while reading the clues within a crossword in the Anarchist periodical *Freedom* it struck me that it was too easy to do, but then again, I do know lot about Anarchist theory and history.

If it was a crossword puzzle in a train-spotting, jazz, current pop music, or Dr Who periodical, then some of the results would be exactly the same.

I have never seen a crossword puzzle published in *Scientific America*, but if there was one then I doubt if many of us could complete it. This comes down to the difference between presumed shared knowledge and knowing much more specialist information, this is something which all information workers should always keep in mind.

A few thoughts about the One in Seven

Martyn Lowe

There is a statistic which I keep repeating, and for a set of very good reasons - one in seven of the adult population within the UK is, to a greater or lesser extent functionally illiterate.

In normal times I would be pointing out just why this means we need to focus more of our attention upon adult literacy classes based within public libraries, with all the books and teaching aids to go with that (that's in normal times). Now with all Public Libraries closed for a while, this needs some rethinking.

Computer Aid and Accessing Information Online

There is a lot of talk right now about accessing information and services online, but there are still many individuals who do not own or have access to a computer. This is something which we as library and information workers are very aware about and have been struggling to help these individuals overcome.

Once lockdown is over, we should focus much more of our attention upon this problem, but it is going to be difficult to achieve while there is still a need to maintain social distancing. Without some attention upon this issue the digital divide will grow, and so on to the next generation.

If one in seven parents are functionally illiterate, then it will be very difficult for them to help their children with their homework. Thus, the need to not only give special help to all children who are in this situation, but also to give online adult literacy classes to these parents. If this is not considered, then we will continue to have such a high percentage of functionally illiterate individuals in the years to come.

Rough Sleepers

What also needs to be considered is the information needs of rough sleepers, and how many of them might also need adult literacy classes; this needs to be thought about in the context of adult education and skills training/retraining.

Many Issues Together

All of the above mentioned, issues cannot be solved in isolation. What will solve many of these problems is a well-considered, coordinated set of initiatives between teachers, social workers, IT specialists, librarians, and information workers. It can be done, but we need to start thinking about it right now.

After We Have Gone

Martyn Lowe

I've always said there are three stages to life - first you read obituaries, then you write obituaries, this is followed on by being featured in an obituary, which others might read.

Does this sound simple? No, there is also the issue of where one's *archive* might be placed, and then studied by others.

Here is an example of how this works - I knew Keith Armstrong. Keith was a pioneer of the disability rights movement. I read his obituary: https://peacenews.info/node/8766/obituary-keith-armstrong-7-april-1950-7-may-2017 and recently I found out just where his archive might be studied: https://www.bishopsgate.org.uk/collections/armstrong-keith-disability-campaigner

This is all worth while reading and thinking about.

A Directory of Open Access Library and Educational Resources

Dr Paul Catherall and Sharon Catherall

The current Covid-19 pandemic at the time of writing this directory has resulted in widescale disruption to routine patterns for work, business and leisure, with significant impact on employment, education and training.

The medium of the Internet has been used during the pandemic to compensate for a lack of physical access via online communications, conferencing and access to information. It is also apparent that social media channels such as YouTube and Facebook are being relied on for a range of contexts, including school-age scholars, those in work or post-statutory education and for wider communications with family, friends and colleagues.

It is possible some additional useful resources or channels may be overlooked at this time. The following directory is an attempt to showcase some authoritative, reputable or otherwise useful resources encountered by the authors.

The resources listed below are grouped loosely under several headings, including:

- Books and Textbooks - including fiction and textbooks/non-fiction
- MOOCs (Massive Open Online Courses) and Open Educational Resources
- Scholarly Resources
- Skills and Training Resources
- Video, Documentary and Film
- Software, Data and Systems
- Open Museums, Culture and Galleries
- Other Resources (Educational, Home Schooling and Arts)

Books and Textbooks

Archive.org (library of freely downloadable E-Books and other cultural/historical texts): https://archive.org/details/books

Calibre (E-Book management software for PDF, EPub and similar formats): https://calibre-ebook.com/

Digital Public Library of America - https://dp.la/

Directory of Open Access Books: https://www.doabooks.org/

InTechOpen (mainly non-fiction textbooks): https://www.intechopen.com/books

JSTOR Open Access E-Books (mainly non-fiction textbooks): https://about.jstor.org/whats-in-jstor/books/open-access-books-jstor/

Open Book Publishers: https://www.openbookpublishers.com/section/14/1

Open Library (items can be loaned online, also see 'Archive.org' above): https://openlibrary.org/

Project Gutenberg (mainly providing access to older novels/classics not restricted by copyright and cultural texts): https://www.gutenberg.org/

Springer Open Access E-Books (mainly non-fiction textbooks): https://link.springer.com/search/page/3?facet-content-type=%22Book%22&package=openaccess

MOOCs and Open Educational Resources

Bookboon (mainly academic textbooks): https://bookboon.com/

Coursera (online courses): https://www.coursera.org/

FutureLearn (online courses): https://www.futurelearn.com/

OER commons (open educational materials): https://www.oercommons.org/

OpenLearn (online courses): https://www.open.edu/openlearn/

Scholarly Resources

CORE (Open Access research and publications): https://core.ac.uk/

Directory of Open Access Journals (DOAJ): http://doaj.org/

OAISTER (Open Access research and publications): http://oaister.worldcat.org/

Index of open scholarly sources/databases:
https://libguides.liverpool.ac.uk/online/alumni

Skills and Training Resources

DuoLingo (language learning): https://www.duolingo.com/

LinkedIn Learning (video modules): https://www.lynda.com/

Video, Documentary and Film

Archive.org (includes collections of film, documentary and community media):
https://archive.org/

Arts on Film Archive: http://artsonfilm.wmin.ac.uk/

BBC archive: https://www.bbc.co.uk/archive/

British Council: https://film.britishcouncil.org/

British Film Institute: https://www.bfi.org.uk/archive-collections

EU Screen: http://www.euscreen.eu/

OpenLearn Film Archives: https://www.open.edu/openlearn/history-the-arts/culture/visual-art/film-archives

Software, Data and Systems

Archive.org software collection: https://archive.org/details/software

Index of Open Source software:
https://libguides.liverpool.ac.uk/online/software#s-lib-ctab-15004880-1

SourceForge (Open Source software index): https://sourceforge.net/

Wikipedia Open Source software index:
https://en.wikipedia.org/wiki/List_of_free_and_open-source_software_packages

Open Museums, Culture and Galleries

Ashmolean Collections Online: https://collections.ashmolean.org/

Europeana: https://www.europeana.eu/en

Getty Portal: http://portal.getty.edu/

Margaret Herrick Library: http://digitalcollections.oscars.org/cdm/

Media History: http://mediahistoryproject.org/

The British Museum Online: https://www.britishmuseum.org/collection

The National Gallery: https://www.nationalgallery.org.uk/paintings

The Royal Academy: https://www.royalacademy.org.uk/

UCLA Digital Library Program: https://digital.library.ucla.edu/

USC Digital Library: http://digitallibrary.usc.edu/

Other Resources (Educational, Home Schooling and Arts)

Arts and Culture (Google slideshows on cultural topics):
https://artsandculture.google.com/

Ashmolean online jigsaws: https://www.ashmolean.org/jigsaws

BBC Byte Size (educational resources for children and young people):
https://www.bbc.co.uk/bitesize

Bloomsbury free children's activity packs:
https://www.bloomsbury.com/uk/superpage/activity-packs/

Nightly Met Opera Streams: https://www.metopera.org/user-
information/nightly-met-opera-streams/

National Geographic: https://www.nationalgeographic.com/

National park virtual tours:

https://www.google.com/search?q=national+parks+virtual

New Scientist: https://www.newscientist.com/

Royal Opera House Online: https://www.roh.org.uk/

Wildlife park virtual tours:
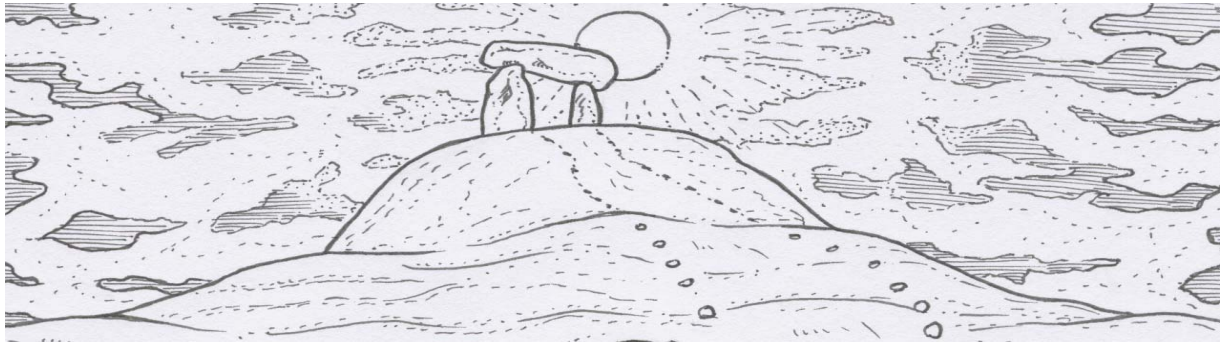
https://www.google.com/search?q=wildlife+virtual+tour

Poetry: Changes, War and Peace

Poems with illustration by Dr Paul Catherall

Changes

Today's normality struts forth indifferently,

A senile pace, an egoistic rite,

surrounded by a haze ethereal

through which we glimpse the purging dawn.

The old familiar paths stretch endlessly,

their surfaces betray a weathered shroud,

the past and present seem inseparable,

but for the barely noticed shift of sky.

Dull sepia darkens to outrageous hue,

the whirr of change becomes a deafening roar -

change is upon us like a savage fiend,

helpless, we clutch mementos from our past.

War and Peace

Conflicts rage to the clamour of voices -

words purged by action convey senseless murmurs.

The children of Mammon whisper sweet solace,

lost in the cries of despair.

Underground in the shelters they partied -

sometimes fashion required formal attire, other times

casual dress exposed the hidden anterior,

serene, the dancers performed transactions

to the rhythm of automatic fire.

This bright paradise floats calmly on waters

of peace, occasional ripples and cracks

betray something more than skin-deep.